CHILDREN'S READING

A GUIDE FOR PARENTS AND TEACHERS

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PREFACE TO THE FIRST EDITION

The supervision of children's reading is generally a perplexing problem for parents and teachers. The difficulty is due in part to lack of acquaintance with suitable books in various lines and in part to the fact that it is no easy matter for adults to gauge adequately the reading interests of children. A book that will appeal strongly to one child will have no interest for another, and many a well-meant attempt on the part of an adult to guide a child's reading has failed for lack of knowledge of individual differences and of the wide range of children's interests.

In Germany, some years ago, a systematic attempt was made to censor children's books. Seventy-eight "children's literature committees" were created, resident in twenty-eight different states. Each committee passed on the books that were written for children, and if the consensus of opinion was in favor of a book, it was recommended; otherwise, it was banned. The system was typically German in its efficient organization, but it failed in its purpose, which was to choose the books that would be both instructive and entertaining. It was found that the young readers did not always agree with the opinion of the committees. They liked many of the books that were banned and refused to become interested in many that were approved.

The weak point in the German system was that the natural reading interests of children were not given sufficient weight. The selections were made from an arbitrary adult point of view; the books chosen were "good for" children but were not always interesting to them. Boys and girls have as pronounced interests regarding what they shall read as regarding what they shall do. Without experimental study these interests are likely to remain a sealed book even to the most intelligent

adult. "There is a wall around the town of Boyville," wrote William Allen White,[1] "which is impenetrable when its gates have once shut upon youth. An adult may peer over the wall and try to ape the games inside, but finds it all a mockery and himself banished among the purblind grown-ups. The town of Boyvilie was old when Nineveh was a hamlet; it is ruled by ancient laws, has its own rulers and idols, and only the dim, unreal noises of the adult world about it have changed."

But the wall of children's reading interests is not wholly impenetrable; numerous careful studies have been made which justify certain very definite conclusions. For many years now the problem of children's reading has been the subject of widespread experimentation. Publishers have experimented with different types of "juveniles," trying to meet the varying demands of schools and booksellers; schools have experimented with supplementary reading lists, and psychologists with statistical studies of reading preferences. As a result, important changes are taking place in the type of literature demanded for children.

This book is based on an experimental study of the qualitative and quantitative aspects of children's reading, with special reference to individual differences caused by age, sex, intelligence and special interests. Approximately two thousand children were studied. Data were obtained from three sources, namely, the home, the school, and the children themselves.[2] The results from all these sources were statistically treated, and largely on the basis of the findings, which are reviewed in Part I of this book, an extensive list of books suitable for children was drawn up. This list, classified according to types, is given in Part II.

Although in making out our list we have been greatly helped by the reading records which were kept by our children, data from this source have been by no means the sole factor in deciding what books should be included. We might almost say that our list is not so much a list of what children do

[1] *The Court of Boyville* (1898), condensed quotation by G. Stanley Hall, in *Adolescence*, Vol. I, p. 535.

[2] Methods used in the study are described in Appendix I.

read, as it is a list of worthwhile books that children would read if they were given the opportunity to do so. It is intended, too, to meet the problem of individual differences in children's interests, and it may be used as a guide to books available in the various fields of literature. No one child could be expected to show an interest in all the books given, but parents and teachers should be able to find in it books that would appeal to any child, whatever his age, training, or special interests.

In compiling our lists weight has been given to the experience of others as well as to the results of our own study. Information regarding best selling books for children was obtained from children's bookshops and from the juvenile departments of general bookstores. From several libraries valuable information was obtained regarding the most popular children's books and regarding the range and types of books offered for children's reading. To the workers who have preceded us in compiling book lists for children we are also much indebted, especially to the authors of the lists published by the American Library Association. These and many other lists have been freely consulted, but we have not hesitated to depart radically from the practice of others when the reasons for so doing appeared to us sufficiently conclusive.

Examination will show that the list here presented differs from previous lists chiefly in the following respects:

1. It is longer and covers a wider range.
2. It contains a larger proportion of books on science along both general and technical lines; also of standard guide books and books of reference.
3. It contains a smaller proportion of popular fiction.
4. The books are classified according to subject matter and type.

The effect of increased length and wider range is to enable the parent or teacher to take larger account of individual preferences and hobbies. Because of the many tendencies which to-day foster uniformity and standardization in education, we believe this difference to be a rather important one. The effect of differences 2 and 3 is to pitch our list a

little higher than is customary. Its use should help to raise the average quality of children's reading. Although we have included a few titles which may with considerable reason be questioned, we have felt ourselves under no obligation to include an inferior book simply because children by the thousand have found it interesting. Many adolescent girls crave pickles and all children like chocolates, but the dietitian would not for this reason give pickles and chocolates a very important place in children's menus. No more, we believe, should those who prepare "menus" for children's reading yield too much to this kind of temptation.

All this is far from saying that children's reading preferences should be given but little weight. On the contrary, these will ever remain our most important single guide. Just as the demand for chocolates suggests a need for legitimate sweets, so the demand for a second-rate or harmful book may suggest needs which it is often possible to satisfy by literature that is entirely unobjectionable. Accordingly, to the children who have supplied us with so much data regarding their reading interests our indebtedness is very great. We thank them one and all for their helpful coöperation.

L. M. T.
M. L.

PREFACE TO THE SECOND EDITION

It is nearly six years since *Children's Reading* was first published, and nine years since the study began that led to its writing. Surveying the field of children's literature now, we are amazed at the changes that have taken place in these intervening years. It may be that our own absorption with the subject causes us to overvalue recent progress, but it seems to us that surely in no equivalent period of time since the middle 1700's, when John Newbery first placed the sign "Juvenile Library" over his door, have such strides been made in the production of desirable reading material for children.

As a result of this progress, many of the criticisms that we expressed in our original edition are no longer valid. Books for children have become far more attractive in appearance, more authentic in content, more carefully edited as to size of type, kind of paper, and quality of illustrations. Some of the most artistic examples of the publishers' art in the past five years have been books designed solely for children.

It is natural that the criticisms and studies of librarians and educators should be responsible for some of these changes, but the majority of them have been inaugurated directly in the publishing offices. Nearly every large publishing house has added a department devoted exclusively to juveniles, and often there is an editor-in-chief who spends full time in studying children's reading preferences and in planning books that have real value as well as saleable qualities. These editors have vied with one another in persuading writers of recognized genius to enter the children's field and in discovering artists who combine natural talent with a love and understanding of children.

Because of these recent changes we have been awaiting with considerable eagerness the opportunity to revise this book.

Like all writers on timely and changeable subjects, we felt keenly the need for revision almost before our first edition was off the press. Now that the revision has been completed, we are still uneasy, sensing that we have fallen far short of accomplishing all that we wished to accomplish. The field is so wide, the points of view so many, that one may well despair of ever being able to give parents and teachers the ideal guide to children's reading. Yet the conviction has grown upon us, strengthened rather than weakened by the criticisms our original edition received, that a book of the type here offered serves a useful purpose among parents, librarians, and educators.

We have tried in our choice of new books not to become the victims of our own enthusiams. We have tried to evaluate honestly without overreference to the claims of publishers. The books we have included are for the most part those which have been read by children under our own observation. In a few cases we have accepted gratefully the opinion of librarians, but the majority of books we recommend are those that we personally know children read and enjoy.

We realize that both in our original and revised lists many books of real and enduring value have been omitted, often because of our inadequate knowledge or appreciation of them. Every librarian will look for some of her favorites in vain and find to her distress that some titles are included of which she does not approve. We could not avoid these differences of opinion, and would not if we could, for they foster the argumentative discussions we are so glad to arouse. We can only say again that we have been guided not only by librarians, publishers, and our own research, but by our most important arbiters, the children themselves.

As our revision progressed, we felt more keenly than before that parents and educators have a tremendous responsibility in presenting desirable literature to the young and growing mind. One of the most important duties of the teacher should be to stimulate her pupils' interest in books and to give direction to their reading habits. It is conceivable that in the conscientious performance of this duty the teacher may render a service of value fully equal to that which she performs in

teaching the subject matter of the prescribed curriculum. Much of the knowledge imparted by teaching is soon forgotten, but the influence of the reading tastes and habits formed in childhood will last for a lifetime. Moreover, the task of developing good reading habits in all children is not an easy one. It requires a wide knowledge of books suitable for children of different ages and an appreciation of the individual differences that are to be found among children in their growing interests and capacities.

As was explained in the Preface to the First Edition, our list is intended to meet the problem of individual differences in children's interests, and to be used as a guide to books available in the various fields of literature. We have tried to make it a selective list of approximately one thousand volumes. No one child could be expected to show an interest in all the subjects covered, but parents and teachers should be able to find books suitable for any child, whatever his age, training, or special interests.

We are indebted to many librarians and friends for helpful suggestions regarding our reading lists, particularly to Dr. Margery Bailey and Mr. A. Grove Day of Palo Alto; and to the publishers and their staffs who checked prices and annotations and sent us criticisms, suggestions, illustrative material, and new books for review.

Our revision will show the following changes:

1. We have added a chapter on "Types of Children's Literature," primarily for the use of the normal schools and teachers' colleges that have adopted this book as a text.

2. We have dropped approximately three hundred and twenty-five titles from our original recommendations, and have added about two hundred new ones. Of the deletions, approximately one hundred and fifty have gone out of print, seventy-five were educational editions in unattractive format, and one hundred were older titles that have been superseded by newer and better books.

3. We have given Fiction additional space to meet the criticisms of those who pointed out, quite justly, that although our survey disclosed the fact that the majority of the books

read by average children are fiction, our recommendations were largely nonfiction.

4. We have expanded Fairy Tales (to include modern writers of fantastic and whimsical stories), Art, and History, and have added a new section on Exploration. In History we met again the difficulty of finding little that was not in textbook form. Of historical narratives there are many, but of straight histories in attractive format there are few.

5. We have revised the Growing Library to meet the requests of parents who found our former list too short.

6. We have revised our Supplementary Reading Lists for Schools to include some of the newer titles.

7. We have embellished the book with more than fifty illustrations representative of the best standards.

Our original opinions have not changed. We still affirm that a wise censorship of children's books is desirable. We say a "wise" censorship, for the wise censor never rigidly forbids the undesirable; he puts something better in its place and lets the cheap and shoddy die a natural death. So should the wise parent meet the problem of his child's reading. Almost every normal boy or girl passes through periods of curiosity and interest in trashy and sensational literature, but if the home library is kept stocked with sturdy, vigorous material, the garish volumes sooner or later cease to attract.

Surely every child has a right to the enduring beauty and wisdom that great men and women have passed down to us. The glowing ideals and noble visions gained in childhood's reading become the warp and woof of life; memory brings them up in adult years as refreshing as a cool breeze on a close, still night. No one can say how much our adult conduct is actuated by childhood's dreams. How can it be argued then that it does not matter what the child reads!

L. M. T.
M. L.

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PART I

THE READING INTERESTS OF CHILDREN

CHILDREN'S READING

CHAPTER I

THE READING HABIT

THE enjoyment of good literature requires a cultivated taste. Of the one hundred twenty million people in the United States, approximately fifty million may be included in the "reading public." Of this group, the majority read nothing but the daily news and light fiction. Only a small minority learn to seek knowledge in books, or to appreciate first-class literature.

Discriminating and intelligent reading is an important factor in education. Children receive their knowledge of life—their education—from three sources: verbal instruction, personal experience or observation, and reading. The child who reads easily and has been taught to seek for himself the information that may be found in books has taken the surest and the shortest road to knowledge. He may learn in a few hours facts that the child who does not read may learn only after years of experience, or not at all, and he has open to him a wealth of recreation and entertainment that cannot be duplicated in any other form.

An appreciation of good literature must be systematically taught. The child must be led to form good reading habits just as he is led to form right habits

of eating and exercise; they are not guaranteed by inheritance or natural endowment. Before the invention of the printing press, five hundred years ago, few people knew how to read. Even a hundred and fifty years ago the reading public was limited to a select few. To-day, under our compulsory school regulations, almost every child learns to read, but we have yet no guaranty that the right kind of reading habits will be formed. The school teaches the child the mechanics of reading, but not adequate discrimination in the choice of reading material.

The reading habit, like other educational habits, is formed during the impressionable period of life; that is, during childhood and youth. It is easier for some children to form the habit than for others, just as it is easier for some than for others to cultivate a liking for vigorous daily exercise. But all children of average intelligence may be taught to enjoy good literature. The important thing is that they should be encouraged at an early age to read good books.

The first step in the formation of the reading habit is early mastery of the mechanics of reading. Just as a workman becomes skilled in the use of his tools only after much practice, so the child learns to read with ease and facility only by reading a great deal, and the earlier the reading habit is formed the more permanent the acquisition is likely to be. The child who learns to read before the age of seven has a tremendous advantage in his later school life over the child who does not learn until the age of nine or ten. The child who learns before the age of six has a still greater advantage.

Reading is an art. A person who is skilled in it may grasp the meaning of a sentence or even of a paragraph at a single glance. He may skim through a book and comprehend its meaning in a fraction of the time it takes another person to spell out the words. It has been found that university freshmen who have not learned to read before the age of ten or twelve find it difficult to keep up with lesson assignments that entail any considerable amount of reading. They read stumblingly and haltingly, word by word or phrase by phrase. When called upon to read aloud they often make blunders in pronunciation and misread even the simplest material. It is true that when a student thus handicapped realizes his difficulty and reads a great deal in order to improve his rate and accuracy of comprehension, he may be able to attain about as much proficiency as the individual who learned to read earlier in life; but it means a great deal of work and the loss of much valuable time.

After the child has mastered the mechanics of reading he should immediately be supplied with all the good books he can use. By nine years of age the child should be reading easily and with enjoyment; children of this age are not too young to understand and appreciate good literature.

The next step in the encouragement of good reading habits is to keep away from the child objectionable or worthless books. It is of course difficult if not impossible to control a child's reading to such an extent that he will never read a book that is undesirable. One who attends the public schools and reads the books that are passed around among children is almost cer-

tain to read some things that would better be left unread. However, if enough good reading is constantly put before him, he will usually find so much of interest in it that undesirable books will make little appeal. There are, of course, exceptions to this rule. An occasional child may be continually exposed to good literature in the home and yet turn to cheap and sensational books. Such a child, however, is likely to need special attention not only to his reading but to his activities, his companions, and his environment in general.

The discussion of literature in the home is of no little importance in awakening the child's interest in good books. Children are curious by nature, and if they hear a book discussed that might appeal to them they will very naturally be led to read it. For the same reason, however, it is inadvisable to overstress to the child the undesirability of books he should not read. The curiosity thus aroused often impels a child to read the very thing he is warned against.

Perhaps the most effective way to encourage good reading habits in the child is to link up his reading with his everyday life. When he finds a bird's nest, that is a good time to bring to his attention books on birds and bird habits. When he asks about a certain tree, or animal, or rock formation, he may be sent to interesting books that will tell him what he wishes to know. Not only scientific and technical books, but the more literary and cultural writings as well, may be brought to his attention in this way.

It should be remembered that not only the reading habit, but also the taste for good or bad literature, is formed in childhood. Even before the eighth year the

child may have acquired a taste for certain kinds of reading. Charles Welsh, an English student of children's reading, writes: "As soon as the child has acquired the power of getting at the sense of the printed page, the taste for the good or the bad in literature may begin to grow, and it may do so even while he is acquiring this power. Then he enters on the perilous path so well described by Mrs. Browning in "Aurora Leigh":

> To thrust his own way, he an alien through
> The world of books! Ah, you!—You think it fine,
> * * Yet behold,
> Behold!—the world of books is still the world.
> The worldings in it are less merciful
> And more puissant. For the wicked here
> Are winged like angels. Every knife that strikes
> Is edged with elementary fire to assail
> A spiritual life.

In recent years, certain educators have advocated the "free and natural" upbringing of the child. "Let the child follow his own inclinations entirely in the learning process," they say. Within certain limits this doctrine is excellent, but without the use of common sense in its application much harm may be done. In regard to reading, they say, "Allow the child to browse where he will; in time he will learn to prefer the good to the bad, and where a book is merely weak or worthless, it cannot hurt him." This is a dangerous doctrine. Food for the mind is like food for the body. If the young child were allowed to follow his own inclinations entirely in regard to his eating he might learn in time what best agreed with him, but it is more likely that he would form harmful appetites or kill himself by an unbal-

anced diet. In the same way, if the child is left to browse in a library that contains many worthless and harmful books, his reading taste is likely to become perverted and he may receive harmful impressions that will warp his whole life.

The great problem that confronts parents and teachers is to guide the child's reading until a taste for good literature has been formed. The child should be allowed to choose his own books, but only the best should be presented for his choice. Both in the home and in the school there should be a large variety of good literature. If the child from his earliest years has read nothing but the best, there is little likelihood that he will acquire a taste later on for the insipid juveniles that now, unfortunately, have such wide circulation. A good habit, in reading as in anything else, is not hard to acquire; a bad habit is often impossible to break.

CHAPTER II

WHAT IS CHILDREN'S LITERATURE

"CHILDREN'S literature" consists only in small part of books that have been written for children. When we consider the books that are universally popular among children and that have now come to be considered children's classics, we find that many if not most of them were written solely for adults.

Bunyan wrote *Pilgrim's Progress* as a religious allegory, intended to lead men and women into right ways of living. As one writer expresses it, "it was written for grown-up saints, but it happily fell into the hands of little sinners." *Robinson Crusoe* was written to set forth Defoe's views on current social and theological questions. Children have taken the story and have left the theological views to gather dust on the shelves of the past. Swift wrote *Gulliver's Travels* as a political satire. Aesop's *Fables* were intended as moral and political guides for men. *The Arabian Nights* were old, oriental romances. *Uncle Tom's Cabin* was directed wholly toward adults. And so we might continue indefinitely the enumeration of books which are now generally accepted as "children's literature," but which were written originally for grown men and women.

It affords an interesting contrast to consider the fate

of some of the older books that were written expressly for children, especially those that flooded the markets during the eighteenth and nineteenth centuries. Where are these books now, the moralizing tales of good and bad girls, of obedient and disobedient boys, who were so invariably punished for their sins and rewarded for their virtues? They have passed on to the happy hunting grounds of all such books. Children have rejected them. They were not children's literature.

In the last hundred years or so a significant change has come about in the type of story considered suitable for children's reading. The change is especially easy to trace in America, where the earlier literature was so much influenced by the Puritan viewpoint. The famous *New England Primer,* first used about 1700, was typical of the Puritan age. Nearly every student to-day is acquainted with this little book that was written to be the sole book of the young, and that contained the alphabet, the catechism, and religious instruction all in one. Stern and forbidding as the *Primer* may now seem, it was light and frivolous compared with some of the literature that the Puritans considered especially suitable reading for children. Whatever may be said of the Puritan's religion, he at least lived up to it. It was no Sunday affair with him. He saw life as a hard, bitter struggle against worldly temptation, and from infancy the child was trained to meet this struggle. The Bible, the catechism, and a volume of Fox's *Martyrs* was the extent of the usual family library, and the pamphlets and papers around the home were almost entirely made up of tedious discourses on religion. The few books that were printed for children were all tinged

with this sombre philosophy of life. Children, in stories, were generally precocious infants who died young. The younger they were when they died with a conviction of grace, the more credit it was to them.

In 1700, Janeway's *Tokens for Children* was printed. This was a little book of moralizing tales written for the edification of the young. To this book the Reverend Cotton Mather of Boston added another little story, "A Token for the children of New England, or some examples of children in whom the fear of God was remarkedly budding when they died, in several parts of New England." Not to be outdone in the piety of its children, Philadelphia brought out immediately a most instructive booklet entitled, "Last Words and Dyeing Expressions of Hannah Hill, aged eleven years and near three months." Boston replied (through the devout Cotton Mather) with "Early Piety in Elizabeth Butcher of Boston, being just eight years and eleven months old." Thus the rivalry continued, the two cities vying with each other in pious infants who, dying, instructed their elders on ethics and religion and strove to prepare them for the next world.

Such lugubrious tales as these were considered excellent reading for the young, whose minds must be kept on the next life rather than on this. And the way to keep their young minds in the right channels was to stress the idea of death. Children's poetry, for example, was of this nature:

> I in the burial place may see
> Graves shorter far than I;
> From death's arrest no age is free
> Young children, too, may die.

The Puritan influence was not felt as much in the Southern States as it was in New England, but as the majority of the printing presses were in Boston and Philadelphia, the books that were not imported from England and France naturally followed the Puritan lead. It was not until some of the older chap-books,[1] published by John Newbery, were imported from England in 1750, that the children of America, and especially of New England, had any considerable choice of reading lighter than their catechisms, New England Primers, and pious sayings of those who died young.

The books that were written and published by John Newbery were intended chiefly for the entertainment of children, although the moralizing element was by no means lacking. They consisted for the most part of stories with simple plots about a good or bad child who was rewarded in the end according to his deserts. These stories had an immense popularity in England, but when they were first imported to America they were looked upon with suspicion by the Puritans, who considered them far too light and frivolous for the good of children's morals. Gradually, however, they crept into circulation and thousands were sold. Many of these little books may be seen to-day in various collections. Besides books of entertainment, Newbery also wrote a few primers and readers. He was a most prolific

[1] Chap-books were little story tracts that were turned out by the earlier printing presses. They were printed in the form of stitched pamphlets, having no covers and containing from four to twenty-four pages. They were peddled about in England by men who were called "chapmen." Among the first stories put out in this popular form were "Robin Hood," "Patient Grisel," "Guy of Warwick," and "Reynard the Fox."

writer, turning out dozens of little books on all kinds of subjects. His advertisement in the Philadelphia Gazette, November 15, 1750, gives us an idea of the wide range of subjects which he treated. The advertisement read as follows:

A MUSEUM FOR YOUNG GENTLEMEN AND LADIES
OR
A PRIVATE TUTOR FOR LITTLE MASTERS AND MISSES
containing a variety of useful Subjects; and in particular,
Directions for reading with eloquence and propriety
An account of the solar system
Rules for Behavior
The Seven Wonders of the World
Dying words and behavior of great Men, when just quitting the stage of Life; with many other useful particulars, all in a plain familiar Way for Youth of Both Sexes.
All interpreted with Letters, Tales, and Fables, for Amusement and instruction, and illustrated with cuts.

Newbery's books were followed by an avalanche of little books for children, most of which were of an even more patronizing, moralizing type. The children in these stories were either little prigs who saw, thought, and heard no evil, or they were naughty children whose pride, curiosity, or general bad manners were fittingly punished in the end. The stories were stilted and sometimes absurd, but they did show a groping after a proper, entertaining narrative for children. The influence of Richardson, Fielding, Smollett, and the French novelists was being felt, with the result that the story element in children's books was beginning to hold a larger place.

From the time of these stories up to the present day, we find the majority of children's books written in narrative form. The moralizing, condescending tone of the older writers, who gave "moral instruction for masters and misses," gradually disappeared. Beginning with the writing of Washington Irving, we find a new type of narrative for children; stories that have real literary merit. This development was largely due to a change in the viewpoint of authors. Previous to 1800, children's books were looked upon as an inferior form of literature. Writers who ventured into this field usually concealed their identity under a pseudonym, or apologized for their writing. It was believed that only the most inexperienced authors should write for children; that when the art of writing was learned, effort should be turned to the worth-while field of adult books. The idea that children's literature is itself an important field of writing has been very slow to take root.

Although storybooks, written for entertainment alone, still form the greater part of the writings for children, there is an observable tendency to consider the child's educational as well as his recreational needs. Books on nature and science are becoming more popular, and the conception is gradually prevailing that the mind of the child is capable of doing a good deal of thinking on its own account. For children, to-day, we find such titles as *Squirrels and Other Fur-Bearers, The Story of the Plants, The Romance of Modern Geology, Conquests of Invention,* etc. The realistic story is slowly usurping the place of the older moralizing tale, and the child's interests and needs are both being considered. However, only in proportion as parents and teachers recog-

nize the importance of children's reading will suitable books be written. Writers and publishers only supply popular demand, and if the buyers of children's books demand high literary quality and accurate informational content, that is the type of book which will be produced. At present the buyers of children's books are making possible a vast output of worthless juveniles.

Children's literature is still in the experimental stage, and changes may be expected to take place as a result of new educational aims and methods. In a sense, however, children are themselves the final arbiters of what they read. They are the ones who decide what shall live and what shall not live, and we have already seen that they do not confine their choice to books that were written expressly for children. Dickens, Scott, Cooper and Dumas did not know that they were writing children's literature. They put into their books the elements of sincerity, dramatic story, and vivid action that carry great appeal to the child mind. An adult may be satisfied if a book tells him something he wishes to know; a child is satisfied only if the book carries, along with its message, a human interest and a decidedly imaginative quality.

To be sure, this quality is also one which appeals to the adult. As was aptly stated by Lady Eastlake, an English woman who wrote on this subject over eighty years ago, "The real secret of a child's book consists not in its being less dry and less difficult, but in its being more rich in interest, more true to nature, more exquisite in art, more abundant in every quality that replies to childhood's keener and fresher perceptions. Such being the case, the best juvenile reading will be

found in libraries belonging to their elders, while the best juvenile writing will not fail to delight those who are no longer children." In fact, one test of real children's literature is whether it will also appeal to the adult. Who can say whether the child or the adult enjoys most such books as *Alice in Wonderland, Treasure Island,* or Andersen's *Fairy Tales*? The appreciation of such books begins in childhood and continues through life. That Stevenson's books carry a supreme appeal for children is not because they are less technical or less difficult to read than others, but because he gave them more action, more warmth and more vividness.

There are certain elements in literature that children always desire. The first is action; the second is human interest; and the third is imaginative appeal. There are other things that help to make a book interesting, but children do not always demand them as they do these three. They prefer direct discourse to indirect. They like colorful descriptions, and names for everything. They like to have the place and time of the story or incident clearly indicated so that they may easily picture the scene in their own minds. They like humor, but it must be of the "funny incident" kind, and not the satire of adult humor that through subtle quip and innuendo pokes fun at individuals and institutions. They will not tolerate preaching or moralizing unless it is so successfully concealed as not to be easily recognizable as such. Finally, they demand sincerity—a genuine, unaffected treatment of whatever subject is chosen.

CHAPTER III

WHY CHILDREN READ

CHILDREN read because of three fundamental characteristics of their nature: curiosity, desire for wish-fulfillment, and the tendency to imitate. Within the limits of individual differences, every child who reads at all is following one or more of these three urges.

A normal child is an active, vibrating question mark. Almost anything he observes may become for him an object of absorbing curiosity. The trait is one which has an interesting development in the child. The young infant is not, in the strict sense of the word, curious. He reacts to sense-perception, but not with much active interest. Hold a watch beside the infant's ear—he listens, but only passively. Hold a bright-colored object before his eyes—he stares at it, and may possibly clutch at it, but his attention is only momentary. By the time the child is two or three years old this passive observation has gradually merged into a very active interest. The watch ticks, but what makes it tick? The bell rings, but why does it ring? From three years on, the child's curiosity steadily increases. "Why—what—how?" he asks with eager questioning concerning all he sees.

It is only the normal child who displays intelligent curiosity. The imbecile or idiot, with pendent jaw and dull eyes, never gets beyond the stage of passive observation and mild wonder. The questions he asks are likely to be meaningless or vague, and any kind of answer satisfies him. An insistent curiosity is one of the best signs of superior intelligence.

There are three ways by which the child may satisfy his curiosity: by questioning, by observation, and by reading. The child of three asks questions, but the child of ten has learned that most adults are, after all, a painfully ignorant or secretive lot, and he seeks much of his information in books.

In a study of children's questions, made at Clark University some years ago,[1] it was found that the subjects on which children show decided curiosity, fall chiefly into five classes: (1) forces of nature; (2) mechanical forces; (3) origin of life; (4) theology and bible stories; (5) death and heaven.

All but 5 per cent of the children's questions tabulated fell into one or another of these five classes. The 5 per cent that were not so classifiable were called "merely inquisitive questions." Of 465 questions asked by children under ten years of age, over one-half were on topics relating to nature or the workings of natural forces, the what and why of the sun, moon, plants, and animals. Nearly three-fourths of this group related to causation—"Why is this so?"—"Why isn't that so?" Probably most observant parents and teachers have noted that this is true, but the significance of the fact in connection with children's reading has been overlooked.

[1] *Aspects of Child Life and Education*, G. Stanley Hall.

Undoubtedly the home and school should provide the type of reading that conforms with the development of curiosity at different ages. The child of four years who wants to know who puts the stars in the sky at night may have a fascinating field opened to him if he is allowed to listen to simple realistic nature stories. The child of nine who asks why some stars twinkle brighter than others, or what keeps airships in the air, may be given a book of natural science that has been written in simple, non-technical language. Unfortunately, books of real informational value that will successfully answer the questions of the child from three to ten years of age are few in number and limited in scope. It is only in the last few years that scientists and scholars have been willing to set forth their findings in interesting form and in language that a child can understand. The need for books that will answer in simple terms, but with actual facts, the child's questions regarding natural forces, is very great.

Especially limited are the books dealing with the biological process of reproduction. Normal children always display curiosity, at some age, regarding the origin of life, and it is most unfortunate that parents have so little suitable literature to give them or to read to them on this subject. At the present time there is no thoroughly satisfactory book on the market that describes in a clear and simple way for the child the internal structure of plants and animals and the natural process of reproduction. Most of the books written on this subject either take the sentimental point of view, which is both absurd and unnecessary, or stress aspects of the sex problem which need not enter into the child's reading.

One of the most helpful books to parents in this connection is *The Way Life Begins*, by Bertha Chapman Cady, published by the American Social Hygiene Association, New York City. This book contains illustrations that may be shown to the child as explanations are made. The language of the book is too technical for the child to understand by himself, but with such oral supplementation as intelligent parents can give, it makes an accurate and satisfactory descriptive text.

Curiosity concerning religion and death is also hard to cope with. Bible stories, well-told, are enjoyed by nearly all children, but in this day of varying religious conceptions it is almost impossible to recommend any one kind of book on religious subjects. The parent whose child asks, "Who is God?" "Where do we go when we die?" must answer according to his own beliefs and give the child such reading as will appeal to reason as well as to the imagination and the emotions.

In every field the child's natural curiosity is an important factor in the choice of reading. It is undoubtedly true that the majority of children's books on the market to-day neither satisfy the intellectual needs of the child nor provide desirable entertainment and instruction. The mind of the child is an active, reasoning mechanism which is constantly being stimulated to curiosity regarding the phenomena of life. The great need is for books that will satisfy this curiosity by giving actual facts in the entertaining narrative form that children can understand and enjoy.

A second motive that influences the child's choice of books is the satisfaction of unconscious desires. It is to this natural characteristic of childhood that most of

our modern "juveniles" are catering. The child does not read as the adult reads, for an hour's entertainment or instruction; he reads himself, by a process of empathy, into the book, and finds there a satisfying fulfillment of his subconscious wishes. These wishes are of many kinds, and like curiosity, they have a gradual development as the child matures.

The earliest desires of the child are concerned largely with food. Fairy tales about gingerbread shops with ice cream roofs and peppermint candy posts are naturally appealing to the young child. Nothing else arouses such keen sympathy as stories about children who have nothing to eat. Along with this the fairy-story wish develops, and the child dreams of attaining all his desires by some sort of magical means. Gradually the self-assertive and masterly tendencies show themselves in a liking for stories about fabulous wealth and grandeur. In boys the fantastic wish generally includes some dream of personal power or leadership over other children; in girls it more often involves a desire for an abundance of beautiful clothes, and for personal comforts and luxuries. The daydreams and wishes of the two sexes are characteristically different. The boy-wish is generally concerned with adventure, physical prowess or leadership in games and sports; the girl-wish is for beauty, for admiration, and for personal ease. The difference between the sexes is strikingly illustrated in the statements of two children quoted by T. L. Smith in her study of the psychology of daydreams.[2] The boy's wish was as follows:

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[2] *American Journal of Psychology*, Vol. XV, pp. 465-488.

"If I had $16,000,000, I would have a couple of red-devil automobiles, a couple of airships, and a fine big mansion. I would have a couple of hundred nice carriage horses. I would hire a couple of hundred men to take care of things and keep everything looking swell, and have a swell big building for playing indoor baseball in winter, basket ball, Rugby, and all kinds of sports and games. The first thing I would do before I ate my breakfast would be to go out and have a nice swim, and then take a good pair of Arabian horses and take myself out for a ride, and then come back and eat a good breakfast and take one of my red-devil automobiles out for a good ride."

Note in this the wish for (1) fabulous wealth; (2) games and sports; (3) food; (4) ownership; (5) animals; (6) power over other people ("a couple of hundred men"); (7) adventurous thrills (airships and automobiles).

The girl's wish was very different; she expressed it as follows:

"One of my daydreams was that I could live in a lovely castle, and eat good food and vegetables. And be a fairy and have a wand. I could have a hundred houses full of twenty-dollar bills. And ride in a lovely diamond flower team. I could have as many dolls as I would wish. And have doll carriages dressed in silk. It would be summer all the time. I could have white silk dresses, pink, blue, and bright colors. I could have as many boys and girls to play with me as I wanted. And I could have storybooks."

Here we see the wish for (1) food; (2) fabulous wealth; (3) superhuman power; (4) bright colored

dresses; (5) playmates; (6) entertainment; (7) beauty and luxury.

On the other hand, books also influence the content of the child-wishes and daydreams. The right kind of reading may inculcate worthy ambitions and result in healthful activity; the wrong kind may lead to fantastic or unhealthful conceptions of reality. Especially is the child influenced when his fantastic, fairy-tale wish begins to merge into the practical desire of the ten- or twelve-year-old boy or girl. Suitable books may then lead to very definite forms of activity of an educational nature; the boy may begin to build models of mechanical objects mentioned in his reading, or be influenced to take up a variety of interests and hobbies. The wrong kind of reading may weaken the tendencies to healthful activity and lead the child to seek more and more the satisfaction of his desires in stories of unreal life.

A third factor influencing the child's reading is imitation. Nothing is more natural than that children should find in those around them, especially in their elders, the models for their behavior and the cues for their likes and dislikes. It is in this way that a large part of their education is gained. In the matter of reading, imitation is especially important. In the first place, the child whose parents read is more likely to form the reading habit than the child who sees little reading in his home. In the second place, the child's appreciation of a given kind of literature is likely to be considerably influenced by the attitude of relatives and friends. Not that the child is wholly imitative or always amenable to suggestion with respect to his reading; the clandestine reading which children do shows that this is far from

being the case. However, the comparative study of the æsthetic cultures of races reveals clearly the conventional nature of æsthetic appreciation and the influence of imitation in determining its trends. Literary appreciation is no exception to the rule.

From this brief consideration of the reasons for children's reading, three conclusions may be drawn. First, in order to take advantage of the child's natural curiosity, we should strive to ascertain, by means of a careful consideration of his spontaneous questions at different ages, what subjects are uppermost in his mind, and we should then provide such reading as will answer his questions and will add to his general knowledge of nature and life. Second, because of the large part played by the wish fulfillment motive in the child's reading, we should put before him only such books as will tend to arouse normal and healthful desires and lead to fruitful activity. Third, because the child is so largely a creature of imitation, we should see that his companions are of the kind whose reading is not objectionable, and we should strive in every case to create an environment that will encourage the reading of instructive and inspirational, as well as entertaining, books.

CHAPTER IV

AMOUNT OF READING

THE amount of children's reading varies so much with locality that averages from one part of the country are seldom applicable as a basis of comparison, to another. For example, children in rural or industrial communities, where books are scarce, do not read nearly as much as children in well-to-do urban communities where books are plentiful and easy to obtain. However, parents and teachers so often ask for exact figures which they may use in determining whether their own children are reading more or less than the average that we present the following table based upon reading records which were kept for two months by 808 unselected school children of ages six to sixteen in three small California cities. These averages are probably somewhat higher than would be found for the nation at large, but they are fairly representative of the well-to-do community where good libraries are the rule rather than the exception. In comparing the reading of an individual child with the averages here given, one should take into account the amount of magazine reading which the child does. Some children read few books but many magazines, others do little reading outside of books.

AVERAGE READING OF CHILDREN 6 TO 16 YEARS OF AGE

Age of Child	Number of Cases	Average Number of Books per Month
6 to 8 years	32	0
8 to 10 years	163	1.5
10 to 12 years	286	2
12 to 14 years	230	3
14 to 16 years	97	2.5

The increase from year to year in the number of books read by the child is gradual, not saltatory. For this reason, the table above is given in grouped rather than in separate years.

The fact that unselected children of 6 and 7 years read on an average less than one book a month, may be surprising to the parents of children who read at this age several times this amount. There are, of course, a good many children who read for enjoyment at 6 or 7 years; a very few do so even as early as 4 or 5, but such children are decidedly exceptional. The average child under 8 years of age is struggling with the mechanical side of reading, and his books are mostly picture books, or stories that he has heard so often that he has learned them almost by heart and can therefore "read" them without much effort.

Children 8 or 9 years old should have mastered the mechanics of reading sufficiently to enjoy reading themselves, instead of being read to. They average from four to ten books a year. Among our brightest children of 8 years there are some who read as many as three books a week, or 150 books a year; but these little bookworms are much farther from the average

than children of 8 who read nothing at all beyond their school texts.

At 9 years the amount of reading changes only slightly, but at 10 and 11 the number of books read shows a more decided increase. By this age reading has become a pleasure instead of a task, and the children circulate books among themselves, exchange favorite stories and patronize general libraries.

The twelfth or the thirteenth year usually marks the beginning of what is commonly called the "reading craze." Never again in his life does the average individual read as many books in one year as he reads at 12 or 13. Boys generally reach this maximum amount at 13, but girls, who mature more rapidly than boys, usually read their greatest number of books at 12. This is a difficult time for parents, when the child is devouring every book in sight and demanding more. Fortunate indeed are the parents who have succeeded by this time in developing in their child a taste for good literature. If they have failed in this purpose the period of maximum reading will mean a plague of "series" books and of sentimental or sensational stories that may well give cause for anxiety.

If the reading craze is experienced before the twelfth year, it is often found, especially with girls, that a second peak is attained in the fourteenth year, after a considerable drop at 13. It seldom happens that a child keeps up to the maximum for two years together. His feverish interest seems to lag after a brief period of intensity, and it may or may not be revived later.

It is interesting to note that although the average number of books read at 14 is not far below that for 12,

the type of reading is radically different. The girls now read more emotional fiction, more adult stories, and fewer fairy tales and legends. By the age of 14 years the girl considers herself very grown-up, and her reading interests, as will later be shown, reflect this attitude. Boys, too, at this age leave the juveniles and turn to books that deal with adult characters or that show a more mature point of view.

At the age of 14 or 15 the child enters high school, and his outside study and required reading increase in amount. Boys in high school have their athletics, clubs, and numerous other activities that keep them busy; and the field of girls' interests is at this time also correspondingly extended. Voluntary reading, or reading for enjoyment alone, now markedly decreases. When the child finishes high school he must either go to work or go to college. If he goes to work, he has little time for reading. If he goes to college, he has still less. The average college freshman reads not a single book beyond the requirement laid down by his instructors.

We see, therefore, that a great reading interest at the age of 12 or 13 does not mean that the child is going to be a bookworm through life. It only means that he is normal. If his reading has been of a good quality he will come through the reading fever with much of his curiosity satisfied and with his store of knowledge greatly enlarged.

One question that always arises, when considering the amount of children's reading, is whether the child can read too much. This is often a source of anxiety to parents when their children have reached the period of most intense reading interest. As a rule the fears of

parents in this connection are quite unfounded. It is only in rare cases that a child seriously injures his health by reading. Of course, physical conditions must be considered. Some children need more outdoor life than others, and some have defective vision. No child should read under a poor light, or from books that are printed in too small a type. He should not deprive himself entirely of physical exercise and should not read in bed until late at night. He should not seek his companions in books to the exclusion of actual social relationships. On the whole, however, for the physically normal child with normal vision, there is very little danger of harm from much reading, always providing, of course, that the books read are of the right kind. The dangers of too much reading are negligible compared with those that relate to quality.

At the opposite extreme is the child who never reads anything at all. Fortunately, however, normal children of 9 to 15 years who persistently refuse to read, even when properly encouraged, are rather rare. On the other hand, there are countless parents who read nothing at all themselves and who never encourage their children to read. There are children of such parents who have never tasted the joy of a story, a legend, or a bit of nature lore. The number of children who have never read a book through just for the pleasure of reading is surprisingly large, but they are generally children who have never been encouraged to read. Of the unselected California school children from whom the reading averages given at the beginning of this chapter were obtained, 13 per cent of those over 8 years of age read no books at all during the two months period

studied. This per cent is very small as compared with results of other studies in the United States. In some localities it has been found that 30 or 40 per cent of the school children read nothing at all outside of school texts. We can well understand these figures when we consider the large percentage of literate adults who have never acquired a taste for reading books.

Some of the children who reported that they had read no books during the two months of record keeping were questioned individually. Many of these said that they had never read a book through. Others had read in all one or two books. One candid youth exclaimed, "Gee, books is too long. It takes too long to get through 'em, and I got too many other things to do." This is generally the attitude of the child who never reads; he has too many other things to do. It is a natural feeling if the joy of reading has never been experienced. Boys of this class look with pity on the child who reads during his leisure hours. What a waste of time, they think!

This problem of too little reading is much more serious than the problem of too much reading. Every child should be encouraged to read. If the home conditions are such that the child seldom sees good books or hears them discussed, then the responsibility for the inculcation of reading habits falls entirely upon the school. In recent years our teachers and school authorities have come to appreciate more and more the importance of this responsibility. School libraries, city libraries, county libraries and programs of supplementary reading in the school are becoming universal.

CHAPTER V

THE DEVELOPMENT OF READING INTERESTS

WHAT books children read usually depends as much upon what is given them, lent them, and suggested to them, as upon their own individual interests. Nevertheless, there are certain well defined tendencies in reading interests that change as the child's experience grows and as his imagination and reasoning powers develop. Our purpose in this chapter is to trace the development of such tendencies as they show themselves in typical boys and girls, ignoring for the time being the large departures from type which result from special interests, environmental influences, and the wide range of differences in intelligence.

Before Five.—Before the age of 5 years, nearly all children are read to. The books they own and show spontaneous interest in are mostly picture books. Even before 2 years children show a marked interest in pictures, and they will enjoy picture books up to 8 or even 9 years.

The chief interests of children before 5 are in jingles and nursery rhymes. The instinctive appreciation of rhythm in little children makes them love the Mother Goose jingles better than anything else that may be read to them. These jingles have a swinging cadence

and a repetition of sound that carry a vast appeal. Witness this favorite:

> A cat came fiddling out of a barn
> With a pair of bagpipes under her arm.
> She should sing nothing but fiddle-de-dee,
> The mouse has married the bumble-bee.
> Pipe, cat,—dance, mouse,
> We'll have a wedding at our good house.

Besides the jingles, simple fairy tales and little nature stories are also enjoyed. The child of 4 and 5 sees life in everything that surrounds him. He talks to his Teddy Bear, asks if the flowers are lonely at night, wonders if the moon ever goes to sleep, and in every way projects into inanimate objects the life he feels within himself. For this reason he greatly enjoys the nature story that depicts animals or natural forces as talking and acting like human beings. He likes "Henny-Penny," "The Three Little Pigs," and "The Story of the Three Bears." He demands an abundance of repetition, rhythm and clang association. The reader who remembers the story of the three pigs will recall the famous passage that for centuries has given so much enjoyment to little children: " 'Oh, little pig, little pig, let me come in.' 'No, no, by the hair on my chinny-chin-chin.' 'Then I'll huff and I'll puff and I'll blow your house in.' " The appeal of sound repetition is strikingly shown in the popularity of "Henny-Penny." When Henny-Penny starts out to tell the king that the sky is going to fall, she meets Cocky-Locky, Ducky-Daddles, Turkey-Lurkey, Goosey-Poosey, and Foxy-Woxy. A large part of the interest which this story of Henny-Penny has for little

children comes from the repetition of these clang associations.

To summarize, we see in children, before 5 years of age, an interest in jingles, in picture books, in simple fairy tales, and in the talking-beast type of nature and animal story.

Six and Seven.—Children of 6 and 7 still enjoy Mother Goose rhymes and picture books, but their chief interest is in the nature story—little books about the wind, the birds, the animals, the trees and flowers. Their background of experience is growing and they like to hear about the life they see around them. They still interpret nature in anthropomorphic terms and think of animals and natural forces as talking and acting much as they themselves do. The type of nature story that appeals to children at this age is well illustrated by Thornton Burgess's Mother West Wind tales, which personify everything and carry a little moral in the story. One of these tales, which is representative, ends in this way:

All day long Striped Chipmunk and Peter Rabbit and Bobby Coon and Jimmy Skunk and Reddy Fox ran this way and ran that way over the Green Meadows trying to find the Best Thing in the World. The sun was very, very warm and they ran so far and they ran so fast that they were very, very hot and tired, and still they hadn't found the Best Thing in the World.

When the long day was over they started up the Lone Little Path past Johnny Chuck's house to their own homes. They didn't hurry now for they were very, very tired! And they were cross—oh, so cross! Striped Chipmunk hadn't found a single nut. Peter Rabbit hadn't found so much as the leaf of a cabbage. Bobby Coon hadn't found the tiniest bit of sweet

milky corn. Jimmy Skunk hadn't seen a single beetle. Reddy Fox hadn't heard so much as the peep of a chicken. And all were as hungry as hungry could be.

Halfway up the lone little Path they met Old Mother West Wind going to her home behind the hill. "Did you find the Best Thing in the World?" asked Old Mother West Wind.

"No!" shouted Striped Chipmunk and Peter Rabbit and Bobby Coon and Jimmy Skunk and Reddy Fox all together.

"Johnny Chuck has it," said Old Mother West Wind. "It is being happy with the things you have and not wanting things which some one else has. And it is called Con-tent-ment."

The exact value of this type of nature story is hard to analyze. It is the traditional kind of reading to give little children, and it is undoubtedly enjoyed. The more realistic nature story that gives actual facts in an entertaining style has also been found to have an interest for young children, and the talking-beast tale may possibly play a smaller part in the children's literature of the future than it has in the past.

Children of 6 and 7 years also enjoy having read to them fairy tales, myths and legends, but these must be short and written mostly in direct discourse. "Tom Thumb," "Jack and the Beanstalk," and "Puss in Boots," are well liked.

The child's book at this age must be short, profusely illustrated, and rather fanciful. Young children may often be seen poring over the *Book of Knowledge* or large volumes of travel, but for the most part they are enjoying the pictures rather than the text.

Eight.—At 8 years, children show the greatest interest in fairy tales. It is interesting to see that this is practically universal. The classic fairy stories of An-

dersen and Grimm, the Oz books, the books of Andrew Lang, all fascinate the 8-year-old. It is the fantastic, imaginative qualities in these stories that are enjoyed. The child of this age is living in a world of imagination, and the more fanciful the tale is, the more appeal it has. In some children the interest in fairy tales begins at 7 years, in others not until 9; but with the great majority it reaches its maximum at 8 years. It is interesting to see that this is practically universal with children. From England, France, Germany, Scandinavia, and Italy, investigators of children's literature report this same thing. Walter Quast, reporting a recent reading study in Germany,[1] says: "By the end of this period (the eighth year), we see the child living, enthralled, in a wonderful world of fairies and sorcerers which he finds described in the fantastic fairy-tale literature, and in which he dwells, far removed from the real world. A critical attitude is not aroused in him. He confronts the world of his book passively and purely in a receptive way. This attitude and feeling toward the fairy world is usually abandoned in the ninth or tenth year."

At 8, too, begins the interest in stories of real life. Child life in other lands, and stories of children in general, have great appeal. Realistic animal and nature stories are now read, and the child's appreciation of the real world has so grown that he welcomes a rational explanation of things, even though he likes from time to time to get away from reality to a world of his own fashioning.

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[1] *Die literarischen Neigungen im Kindes—und Jugendalter*, Walter Quast. Zeitschrift für angewandte Psychologie, Leipzig, 1922.

Nine.—The interest in fairy tales often continues through the tenth year, although most children of 9 live more in the real world than in the world of fancy. Children are now fairly well started in school and their curiosity is piqued along many different lines. Their choice of reading shows this emergence from fancy into fact.

With boys the change of interest is more striking than with girls. The average girl of 9 years is still living in the fairy-tale period, but the boy is showing more practicality, more interest in the affairs of real life. He reads the Boy Scout books and stories of boy life everywhere.

This is the golden age for parents to encourage children in the reading of real literature. The mechanical part of reading has, as a rule, been mastered, and to read a book is no longer a task to be accomplished with difficulty. Most children read very little before this age. Their lives are filled with play interests and they prefer to satisfy their curiosity by asking questions. "Things to eat and things to see" are their chief interests. But now, at 9 years, a real reading interest develops. Between the ages of 8 and 9 there is a noticeable difference in the length of story that will be read. The 8-year-old likes the short story printed in picture book style; the 9-year-old will read books of a hundred pages or more.

Ten.—At 10 years, the reading habit is becoming well fixed. The child's curiosity about things outside of his own perception is rapidly developing. His background of experience is widening, his mental pictures are becoming more definite and he is better able to interpret the characters and situations met with in books.

The age of 10 shows a marked falling off in interest in fairy tales, although this is less noticeable with girls than with boys. Books of travel and stories of other lands now take on a most striking popularity. *Heidi*, Mrs. Perkins' Twin Series, *Lisbeth Longfrock* and other books of this type are read and enjoyed. This interest in children of other lands can of course be utilized to great advantage in the teaching of geography, history, and other school subjects.

Many boys now begin to read books on inventions and mechanics. By actual figures, 28 per cent of boys of this age show some interest in books on inventions. If the home and school conditions are favorable, the boy of 10 may develop a lasting interest in science.

Although the most marked interest in biographies comes at 12 years, almost all 10-year-old children will read the narrative that recounts in simple style the lives of famous men and women. Myths are also enjoyed, especially as they are interpreted by Hawthorne, whose stories of "Pandora's Box" and "The Miraculous Pitcher" are very popular at this age. Legends, too, are read, and the legendary characters become very real. The story of Robin Hood, and the many children's versions of William Tell and the King Arthur tales, open up a new field of hero worship which reaches its climax later at about the age of 12 or 13. The interest in biography also brings an interest in history, in the events with which these famous people were concerned. The history is preferred in story form, but interest in it is quite apparent, none the less.

Eleven.—By the time the child is 11 he has ordinarily reached the fifth or sixth grade in school. He

now reads many of the books passed around among children. The boys circulate the books of Altsheler, Barbour, Henty, and Alger. The girls exchange the Little Colonel Series, the books of Louisa Alcott, and those of Frances Hodgson Burnett.

Most boys of this age revel in series books—tales of adventure and mystery. Their interest in science and invention increases, and interest in animal and nature stories drops off. About 25 per cent of 11-year-old boys express some interest in books on mechanics, electricity, aircraft, or exploration.

Girls of this age read mostly stories of home and school life, of which *Little Women* is a typical example. They still retain an interest in fairy tales and fantastic stories, which have now been dropped almost entirely by boys, and they still like nature and animal stories. Gardens and flowers have an inexplicable interest for the 11-year-old girl, and her reading generally shows this. The animal stories she likes are of the *Black Beauty* and *Beautiful Joe* type. Girls of this age read many of the boys' adventure stories, but practically none of the scientific or mechanical books read by boys. Books on aircraft, engineering, forestry, mechanics, and electricity they do not read at all. In the children's reading records considered in this study there was not a single book listed in any of these fields that was read by an 11-year-old girl. On the other hand she is beginning to take a noticeable interest in love stories, an interest that seems to have no place whatever in the boy's life at this time.

Twelve.—At 12 years, as we have seen, the reading

interest approaches a climax of intensity. Children now show some interest in almost every field of literature. However, this is especially the age of hero worship, when biographies and historical narratives are preferred. Stories of both legendary and historical heroes enthrall the reader of 12 or 13 years, who projects his own life into the thrilling lives of his heroes. The biographies of Lincoln, Edison, Roosevelt, Kit Carson and Daniel Boone are especially popular.

It is with boys, at this time, that the greatest interest in biography and history is shown. They also read many books bearing on inventions, mechanics and the industrial processes. The big field of boys' reading is still adventure stories and tales of athletic prowess, but the "juvenile" now gives place to the more exciting account of daring feats. The boy who has developed a more pronounced taste for adventure stories may now turn to a harmful type of sensational story. Other boys at this age develop an intense interest in Dickens, Dumas, Victor Hugo, or Mark Twain. They still read mythology: Greek and Roman myths, old Norse myths, and quaint old hero stories. Hawthorne, Kingsley, and Baldwin supply a large part of the demand for such stories.

Girls of 12 read mostly stories of home and school life. *Little Women* reaches its height of popularity, and stories of the kind that recount the adventures of young girls in boarding school or college are much in favor. Interest in fairy tales has decreased decidedly, and interest in boys' adventure stories has become noticeable. It is surprising to note the number of books written especially for boys that are read by girls of this age, an

inversion of interests rarely found in boys. Girls are still interested, too, in nature stories, and they enjoy bird books and flower books. They read the Bible, and stories adapted from the Bible. Boys may read the stories of Samson and Delilah and of David and Goliath if they are especially rewritten for boys and are printed in an attractive form, but the Bible itself and the stories of the New Testament they usually leave to girls. Exploration, history, science, machinery, and electricity have little interest for girls of this age. Inventions do, but girls prefer the accounts that are interwoven with an interesting biography of the inventor's life. Girls of 12 like biography, and they prefer the lives of women to those of men. Unfortunately, the number of good biographies of women is very limited, so girls read much the same books in this field that boys read—the lives of Washington, Lincoln, Edison, Franklin, etc.

The great difference that the girl of 12 shows from her younger sisters is her dawning interest in adult fiction. Now she begins to dip into the great mass of sentimental trash, the *Schund* that is written for adult consumption. Her ideas, fancies, and daydreams are maturing, the adolescent period is coming on, and she begins to seek the mental world of older people. The dreams of girl-adolescence must have something to feed upon, and the 12-year-old girl finds this in adult fiction. She is still reading too much juvenile material to let this interest take full sway, as it may later on, but the development is one that must be reckoned with in suggesting books for her to read.

Thirteen.—Distinctively new reading interests seldom develop at 13; instead, all the former interests are

intensified. With boys, mechanical and scientific interests are now very marked. Hobbies have been developed which lead to various lines of instructional reading, and boys turn to bird books, radio books, astronomy books, and other differentiated fields of reading. The Tom Swift books exemplify the wish-fulfillment motive that continues to play a large part in the reading of boys at this age. Each of these books tells of a boy who invents some remarkable thing. Enemies try to steal the invention or to hinder the hero in his plans, but he foils them in particularly ingenious ways. Finally he sells the invention, receiving a large sum of money with which he is enabled to buy many luxuries for his family. There have been hundreds of stories written for boys on this theme, and they are all popular. In them the boy of 13 finds his total wish-fulfillment. He creates something, invents it; he meets with opposition; he defeats his opponents; he has thrilling adventures; finally he gains great wealth and lives happily ever after.

The girl of 13 continues her excursions into adult novels. She is living in more of an imaginative world than are boys of this age, and her fancy is showing more than a tinge of sentimentality. She reads *The Trail of the Lonesome Pine, The Little Shepherd of Kingdom Come, The Harvester*, and, in most cases, develops a decided taste for this kind of literature. She also reads Dickens, Mark Twain, Booth Tarkington, and Barrie, and if her reading is directed, she may become acquainted at this age with some of the world's best literature. Her tastes are decidedly non-scientific and non-technical. She still reads some stories of home and

school life and a few boys' adventure stories, but the most noticeable thing is the development of her interest in poetry. The girl of this age not only reads poetry with enjoyment, but also writes it. Many a parent is led to think that the young daughter is destined to become a second Mrs. Browning, but the interest generally subsides after a period of one or two years. Girls of this age show an interest in drama; Longfellow's "The Spanish Student" is popular, as are also certain of Shakespeare's plays.

Fourteen.—At 14 adolescence has become well advanced and most children are turning to rather specialized interests. Books are likely to give way to periodicals, and great numbers of both popular and scientific magazines are read.

With boys, interest in the adventure story of the boys' series type begins to wane. They still read stories of athletics and tales of boy inventors, but it is with more interest in the sport or the invention than in the story itself. Interest in technical mechanics becomes more prominent. The boy of 14 is likely to be found stringing up wires over the house, devising new radio appliances, or adding new cars of his own build to his electric train. He makes models of steamboats and airplanes, and likes to have reference books that he may refer to for designs and suggestions. He will now read a great deal of non-fiction if it is given him. He likes biography, history, and travel, and for fiction he is particularly fond, at this age, of jungle stories. He also reads some of the novels that his sister read at 13, but he adds *Toilers of the Sea, The Last of the Mohicans, The Three Musketeers,* and similar stories.

Girls of 14 show decided maturity of reading tastes. They may occasionally read a boys' adventure story, or a book written for young girls, but for the most part they prefer adult books. This is the age when girls, if allowed, will fairly steep themselves in sentimental fiction. They take their library reading from the fiction shelves and no longer go to the juvenile rooms. They often read as many as six or seven novels a week, and all of life takes on a tinge of romance. They live the lives of their heroines, and are likely to imbibe many false ideas of reality. It is especially the girl whose literary taste has never been cultivated who turns to this kind of sentimental trash. An abundance of good literature should be provided for the girl at this period or she is almost certain to fall into deplorable reading habits. It is likely that she will read some undesirable books at this age, whatever may be done to prevent it, but if she is given a sufficient amount of worth-while reading matter she will be far less likely to succumb to the spell of inane and sentimental love stories.

The girl of 14 is still interested in poetry, and this interest should be encouraged both in the home and in the school.

Fifteen.—At 15 the reading interest usually suffers a noticeable decline, due largely to the competition of high-school studies and to the distractions of new interests. Reading is still enjoyed, but its monopoly of attention has been forever broken. Mark Twain, Stevenson, Dickens, Scott, Dumas, and Conan Doyle are now popular, although the most fiction at this age is read by girls. Girls still retain their taste for the romantic novel, and they read more of these than anything else. The

girl of 15, if we can accept the evidence of her reading interests, has most decidedly put away childish things. She likes her history in the form of historical novels, her nature study in the Gene Stratton Porter form, and her stories of home and school life with a large dash of romance. By the age of 15 adult reading tastes are practically formed in girls. If there is an overindulgence at this age in the cheaper sentimental fiction, then the chances of good reading habits being formed later are very slight. If at 15 the girl is reading nothing but Augusta Evans Wilson and Charles Garvice, at 20 her tastes are likely to run to Ethel M. Dell and Mrs. Hull. This accounts for the great mass of weak drivel put out each year in the form of "best sellers," for women are the large buyers of books. Of course, one must expect the 15-year-old girl to read a certain amount of sentimental literature. This is the age when all girls are waiting breathlessly for the knight to come a-riding, and in reading they seek their wish-fulfillment. But there is a difference between the reading of the girl interested in historical or costume romances and the girl who reads mere love stories. Many girls at this age read poetry and plays, and the high school literature courses often open up new fields of interest.

At about the age of 15 there develops a great specialization of interest which continues through adult life. Boys at this age will often read very technical books along the lines of their various hobbies, and they should be provided with all the good material of this kind that they can use.

After Sixteen.—After 16 the reading interests of boys and girls are so matured that little difference from

adult reading can be detected. Reading preferences are becoming more and more individual and specialized, and generalizations no longer apply. There is now no central tendency or trend of group interest, corresponding to the "fairy-tale age" or "hero-worship age" of earlier years. By this time the reading tastes that will last through life have pretty definitely taken form.

CHAPTER VI

INDIVIDUAL DIFFERENCES

In emphasizing, as we have, that the child needs guidance in the choice of reading material, we have not meant to imply that he should be allowed to read only such books as have been selected by an adult. Few parents or teachers are qualified to choose the exact book that will most appeal at a given time to the individual child. Individual differences are so great that what will interest one child will hold no appeal for another. An occasional parent, after years of observation, may come to know his child well enough to enable him to choose unerringly the books that will have greatest interest, but such insight into child nature is the rare exception. Nor can hard and fast rules for the guidance of parents be laid down. There are a few books that every child should read, but these form only a small part of the reading a child should do.

It is important that parents, teachers, and librarians recognize the wide variation of children's interests and strive to provide reading that will satisfy every need. The more one studies children by exact methods the more one is impressed by the individuality of interests. One boy leaves fiction untouched and devotes himself entirely to science and other abstract subjects. Another prefers mechanical magazines and technical articles, sets

up radio outfits, constructs model engines, and insists on having his own scientific reference books. Another cares little for these things but prefers the excitements of adventure stories or tales of warrior heroes. As for girls, one revels in historical novels; another prefers poetry or books on pictures and art; a third will develop, with a little encouragement, a taste for books of nature study or travel; some will read nothing at all but stories of school life. These individual differences are very real, and they cannot be too carefully considered in the selection of children's books.

Children should, by no means, be encouraged to confine their reading to one special field, even when this field is commendable. They should read over a wide range, but it is inevitable that their range of reading will be influenced, in no small degree, by individual differences arising from various factors.

The first of these factors is age. The average child of 11 will not care for the kind of reading that most appeals to the average child of 9. Moreover, as we have seen, each period in the child's development is marked by reading interests of a fairly well defined type. The child of 3 enjoys nursery rhymes and jingles; the child of 8 prefers fairy tales; the child of 10 likes real-life stories of other boys and girls; and the child of 14 may show specialized interests in a large number of different fields. We have already traced these age influences in some detail.

A second factor is rate of physical development. Some children mature far more rapidly than others. Girls, on the average, approach the mysterious threshold of adolesence nearly two years ahead of boys and among

the children of each sex there are wide differences in the rate of maturity. Some boys are as mature at 12 as others at 16; some girls are as mature at 11 as others at 15. It is largely for this reason that a book which appeals to one child of 12 may be scorned by his companion of the same age as being too childish. Reading interests are probably controlled as much by physiological age as by chronological age. In our discussion of age developments in the preceding chapter we intentionally ignored the factor of physiological maturity, as well as many other influences making for individual differences. Our purpose there was to give a clear outline of typical trends. This method has very great pedagogical advantages, but it should not mislead the reader into believing that all children are cast in the same mold.

The influence of health on reading is fairly obvious. The sickly child is likely to spend more time in reading and will probably prefer a very different type of book from those which pass as favorites among the young athletes of his neighborhood.

The differences in reading interests caused by school environment, social or economic status, and home training, are too evident to require much elaboration. The child who is reared in a home where only good literature is read and discussed is indeed fortunate. The child who sees no books in the home, and whose parents have never realized the importance of reading, is under a severe handicap. Home training is more important than any other single educational force in forming good reading habits in the child. An occasional teacher may possess the interest and the personality to direct the

child's reading outside of school hours, but too often the responsibility falls entirely upon the parent.

Another factor that influences reading is emotional endowment and temperament. The pathetic story that will dissolve one tender-hearted child in tears will leave another wholly unmoved. Children, as well as adults, may be classed as "tough-minded" or "tender-minded." A moral lesson may be taught one child by means of a story which would only irritate another of the same age. The scientific study of the emotions and temperament is a field in which psychologists have made little headway, as compared with their successes in the measurement of intelligence, but ordinary observation will convince one that these elusive elements of personality are among the most powerful determiners of the individual's reading interests.

Two factors, better understood, which greatly influence reading interests are sex differences and the wide variations in mental ability. Our study has brought out so many interesting points in regard to both of these factors that separate chapters will be devoted to them.

Individual reading interests of children are difficult to control. The best we can do is to offer a wide range of good reading, adapted in general to the age and sex of the child, and let him choose what he will. If he concentrates too much on one field, his attention may be directed to other types of books. However, provided the child is exposed only to good literature there need be no worry if some books are persistently ignored or rejected. In the intellectual, emotional and spiritual needs of any child there are mysteries which parents,

teachers and psychologist combined are powerless fully to comprehend. As in the case of dietetics, there is a point where our incomplete science may well afford to give place to the dictates of instinctive preference. Only so far may science go, and no farther.

CHAPTER VII

DIFFERENCES IN MENTAL ABILITY

SOME very valuable information regarding the influence of intelligence upon the reading interests of children was made possible for this study because of its connection with the Stanford research on gifted children. Under the direction of one of the writers six field assistants spent an entire year sifting the schools of the larger cities of California in the search for children of very superior intelligence. A school population of nearly a quarter of a million was covered. As a result of the search, which was carried on by means of mental tests, approximately a thousand children were located who met the standard of brightness which had been laid down. No children were included in the gifted group whose intelligence quotient as measured by the Stanford-Binet intelligence test was below 135. This means that the mental age of those selected for study was in all cases at least 35 per cent above the actual life age, a standard which is attained by not more than four or five children in a thousand taken at random. In many cases the mental age was from 60 to 80 per cent above actual age.

Along with many other kinds of data, extensive information was collected regarding the reading habits of these children. In order to learn how such children

differ from children in general it was of course necessary to secure similar data for a control group composed of unselected children. For this purpose more than a thousand children were used. An "unselected" control group was guaranteed by taking all the children in every school room included in the study.

When the data were summarized it was found that the differences in the reading interests of the gifted and control groups were very great with respect to number of books read and the age at which they were read. With regard to quality and type the differences were somewhat less extreme but were nevertheless very significant. A brief consideration of some of the more important differences will prove instructive.

Let us consider, first, differences in amount of reading. One obvious source of information on this point was the school. The teacher of each child in both the gifted and control groups was asked to answer the following question: "As compared with the average child of the same age, does this child read (1) very much, (2) more than average, (3) an average amount, (4) less than average, or (5) very little?"

A check mark or an underscore was all that was necessary to answer the question, and the teachers in all cases gave the heartiest coöperation. It cannot be assumed, of course, that the teacher's answer was always accurate. No doubt her knowledge about the child's reading was often incomplete, and the judgment called for must therefore be regarded merely as an estimate. When we are dealing with large groups, however, estimates of this kind can be depended upon to show general trends with a good deal of accuracy.

According to these estimates, not a single child of the gifted group was rated as reading less than the average amount for children in general. Taking different ages separately, from 74 to 93 per cent of the gifted group were rated as reading more than the average child. The figures for gifted and control groups are as follows:

READING ESTIMATES FOR GIFTED AND CONTROL GROUPS

Per Cent Reading More Than Average			Per Cent Reading Less Than Average		
Age	Gifted, per cent	Control, per cent	Age	Gifted, per cent	Control, per cent
8	79	30	8	00	23
9	90	43	9	00	18
10	91	34	10	00	17
11	91	31	11	00	20
12	88	40	12	00	28
13	79	21	13	00	26
14	88	38	14	00	22

The validity of these estimates is borne out by the more accurate data based upon day by day records which the children of both groups made of the books they actually read during a period of two months. Each child was supplied with an attractive 32-page booklet, three by five inches in size, with space on each page for record of one book. A sample page is here reproduced.

Title of book.....
Name of author.....
Date when you finished it, if you did finish it: Month..Day..
If you did not finish it, tell why.....

Below, make a cross before the statement that tells how well you liked it.

(Give your real opinion, no matter what others think about the book.)

. . . . . "One of the best I ever read."

. . . . . "Liked it very well—better than most books."

. . . . . "Liked it fairly well."

. . . . . "Did not care much for it."

. . . . . "Did not like it at all."

Had you ever read this book before? . . . . . .

How many times before this time? . . . . . .

Do you think you will want to read it again? . . . . . .

WHY YOU ARE ASKED TO KEEP THIS RECORD

I wish to find out what books children of each age like best, and in order to get the facts I am asking several hundred boys and girls to help me by keeping a record in this notebook of all the books they read during a period of *two months.*

When the notebooks have been returned to me I shall then be able to prepare and publish a *"List of Best-Liked Books,"* which will be of great help to parents and teachers in selecting the books children of each age really enjoy most. By keeping this record you will therefore be doing something that will help to make the lives of thousands of children happier.

HOW TO KEEP THE RECORD

1. For *two months* make a record of *all* the books you read, but do *not* include your regular school textbooks or books that some one else read to you.

2. While keeping the record, you should read just your usual amount. Do not make a special effort to turn in a long list. For the present purpose it does not matter whether you read many or few.

3. Make your record for each book on the day you finish

reading it. Do not wait till the end of the week or the end of the month, for you might not then be able to remember all.

4. Make your records neat and answer all the questions about each book.

While we cannot vouch for the entire accuracy of every individual record, we are convinced that the little friends who coöperated with us so helpfully in our study have on the whole performed their task conscientiously. The danger most feared was that the children would succumb to the temptation to make a good showing by reading more books and books of better quality than they would otherwise have read. This fear, however, seems to have been ungrounded. In scores of cases the returned booklets were accompanied by a letter from the parent stating either that the child had read less than his usual amount or that the books he had read were not up to his usual standard. All in all, we believe that the results from this part of our study are as reliable as data of this kind could well be.

The average number of books read by the children of each group over the entire period of two months was as follows:

AVERAGE READING FOR TWO MONTHS BY GROUPS

Age	Gifted Group	Control Group
6 and 7	10.2	0
8 and 9	13.7	3
10 and 11	15.	4
12 and 13	14.6	6
14 and 15		5

Dividing each figure by two gives the average number of books read per month. We have thrown together ages 6 and 7, 8 and 9, 10 and 11, 12 and 13, and 14 and 15, in order to increase the number of cases in the various age groups and thus improve the reliability of the averages. The absence of an average for ages 14 and 15 of the gifted group is explained by the fact that the brightest children of these ages have almost invariably reached the high school, while our search for such cases was confined almost entirely to the grades below the high school.

The net results from this part of our study may be summarized by the statement that exceptionally bright children read on an average three or four times as many books as children of average intelligence read. It is probable also that the books they read have a somewhat greater average length, but we have made no computations to ascertain whether such is the case. It is at any rate evident that the standard of normality for amount of reading is very different for bright and average children. The former may be expected to read six or eight books per month as compared with two or three for the latter.

The question may be raised whether our "gifted" children read more because they are bright, or whether they are bright because they have read more. Although no one would claim that much reading has no effect whatever on mental test scores, we can say with a good deal of assurance that brightness is far more cause than effect. If this were not the case, extremely high intelligence scores would be much less common among children of four or five years, who, as a rule, have not yet learned

to read, than among children of school age. Such, however, is not the case. As a matter of fact, the mental tests by which the intelligence of our gifted children was rated make but slight demands upon the kind of information which children get from their general reading. They are for the most part tests of such traits as discrimination, memory, observation, judgment, reasoning, common sense, resourcefulness, ingenuity and mental control. Some of our children who ranked highest in the mental test had not yet learned to read.

In addition to the information that was furnished by teachers and children with regard to amount of reading, reports were also obtained from the home. Unfortunately, however, it was not found possible to obtain these from the parents of our unselected children. The question asked called for a tabulated estimate by the parent of the usual number of hours per week which the child had devoted to reading at each age from five up.

According to these estimates the average amount of time per week devoted to reading by these gifted children was, by age and sex, as follows:

AVERAGE READING HOURS PER WEEK OF GIFTED CHILDREN

Age	5 and 6	7 and 8	9 and 10	11 and 12	13 and up
Gifted Boys ..	2.9	7.2	9.6	10.44	12.5
Gifted Girls ..	2.9	6.16	8.29	9.97	12.9

It is seen that the amount of time devoted to reading as estimated by parents, is slightly greater for boys than

for girls. The records kept by the children, however, show that in both gifted and control groups the girls at each age read from 10 to 30 per cent more books than do boys. It is possible that this is accounted for by boys spending relatively more of their reading time upon magazines and other types of material which would not appear in our records as "books read." It is also possible that, as compared with boys, girls tend to read more rapidly, or that they read more books of moderate length.

For both boys and girls the time devoted to reading increases regularly with age, beginning with an average of about a half hour a day with the youngest children and increasing to an average of about two hours a day for the oldest. However, the individual differences in any age group are very great. There are gifted children of 10 years and over who read less than three hours a week, and about as many who read 20 hours a week or over. A few read as much as 30 hours a week. Thirteen of these gifted children were reading as much as 10 hours a week, and eight as much as 20 hours a week, before the age of 5 years!

The reader will probably feel that statements so extreme are hardly credible. In cases where the estimated time seemed almost impossibly high, individual investigation was made. In no case were any indications found which would suggest that the estimate was far wrong. For example, a boy 5 years of age was reported as reading about 25 hours a week. Investigation showed that he was from an exceptionally cultured home, had learned to read at the age of 3, and by the age

of five was reading almost everything he could get his hands on.

There is no trait more characteristic of the gifted child than the ability and desire to learn to read at an early age. Investigation has shown that it is difficult if not impossible for the strictly average child to learn to read much before the age of 6 years. Children in the public schools almost never learn to read well enough before the *mental age* of 7 years to pass into the second grade. Gifted children, however, may attain this mental level as early as 4 or 5 years, with the result that they are able to learn to read two or three years earlier than the strictly average child. Nearly half of our gifted children learned to read before starting to school, in the majority of cases with little or no formal instruction. Twenty per cent learned to read before 5, and 5 per cent before 4. On the other hand, a few of our very gifted were purposely prevented, by their parents, from learning to read before the age of 7. Occasionally the parent attempts this and fails. It is not so easy to discourage some of these young seekers after knowledge!

After all, why should we combat the natural inclination of the gifted child to learn to read early? When desire and ability are both present, we should consider carefully before placing obstacles in the child's way. The child who learns to read at four or five years has one great advantage—he will be able to cover a much larger range of standard literature before reaching the age when school assignments encroach so heavily upon his leisure hours. On the other hand, more is risked

than is likely to be gained by the systematic stimulation of all children to precocious reading. Only a small proportion of children are capable of making much progress in reading before the age of 6, and premature attempts, followed by failure, are likely to breed an unfavorable attitude toward books in general.

General intelligence influences not only the amount of reading, and the age at which reading is learned, but also its quality and range. Comparative study of the two-months reading records of our gifted and control groups shows that the gifted read over a far wider range and that especially they read more non-fiction and informational material. The differences in quality could be seen more clearly in the type of books named as preferences than in the classified lists of books read. On the whole, however, the most striking contrast between gifted and control children is less in the type of books read than in the age at which they were read. A book which is well liked by average children of eleven is likely to be read with enjoyment by the gifted child of 8. This difference appeared perhaps most strikingly of all in connection with the age at which legends, historical tales, and myths were enjoyed.

In the reading records more than ten thousand book-readings were reported by the gifted and control groups combined. The books read were classified into types, and the proportion belonging to each type was computed separately by sex for gifted and control groups. The results are shown in the following table:

PERCENTAGE OF BOOKS READ BY TYPES

	Gifted Boys, per cent	Control Boys, per cent	Gifted Girls, per cent	Control Girls, per cent
Fairy Tales, Folk Tales and Legends	8	5	12	5
Nature and Animal Stories	9	4	6	6
History, Biography, and Travel	6	3	6	2
Science	4	0.5	1	0.2
Stories of Adventure or Mystery (mostly boys' juveniles and series books)	49	63	15	22
Stories of Home and School Life (mostly girls' books)	2	3	31	33
Poetry and Drama	1	0.1	1	0.2
Children's Encyclopedias	1	0.1	1	0.1
Informational Fiction, Including the Classics	19	11	14	9
Emotional Fiction (the popular novel and love story)	1	6	11	19

It will be noted that the above table tells nothing about the relative amount of reading done by gifted as compared with unselected children. It tells merely what proportion of the reading actually done by each group belongs to each type of literature. For example, of the books read by the gifted boys, 8 per cent belong to the class "fairy stories, folk tales and legends," 9 per cent to "nature and animal stories," etc.

Certain differences stand out very clearly. A larger proportion of the books read by gifted boys than of those read by control boys fall in the field of science, history, biography, travel, folk tales, nature, and animal stories, informational fiction, poetry, drama, and ency-

clopedias, a smaller proportion in the fields of emotional fiction and stories of adventure and mystery. Almost exactly the same differences are found between gifted and control girls, except that here the two intellectual groups show about the same degree of preference for nature and animal stories.

The above differences indicate that the reading of the gifted is of a better average quality than that of the control group. Such is undoubtedly the case. They set a standard of excellence which we should encourage all children to approximate as far as possible. We may not entirely succeed in this, but our efforts will have been worth while if they result in any appreciable shift of reading interest from emotional fiction and stories of wild adventure to the fields of history, biography, travel, science, poetry and classical fiction.

We have spoken above of only two groups of children —gifted and average. But it is obvious that a third group should be mentioned—the subnormal children, those who are about as far below the average in intelligence as gifted children are above.

The choice of reading for subnormal children has only become a problem since "opportunity classes" have become common in our school systems. Many states now have these classes, where children who have between 50 and 80 per cent of normal intelligence are placed for special teaching. The children receive more industrial and handwork, and less academic work, than the children in the regular grades. They number about 3 or 4 per cent of the total school population. As a rule, these children read nothing at all outside of their school texts (and they can read but little in them); but

if they are to be encouraged to read, it is obvious that books which are read by average children of their age will not be suitable for them.

To class a child as "subnormal" does not necessarily class him as an idiot or an imbecile. We have the great group of morons, both low and high grade, the borderline cases, and the children who are merely slow or "dull" in comparison with other children. All these are "subnormal," but if they have learned the mechanics of reading at all, and if they have 60 per cent, or more, of normal intelligence, they may be taught to enjoy good books—to derive real pleasure from their reading. There is a great difference, however, between the book suitable for the subnormal child, and the book suitable for the normal child of the same age.

First, the reading of the subnormal child must be commensurate with his mental age. One would hardly give an adult book to the average child of 7 years, nor is it suitable for the older child of 7-year intelligence. It is necessary to keep the type of reading within the bounds of the child's mental grasp. This is as true of textbooks as of stories. The subnormal child can understand just so much and no more. Small wonder that he fails to read the books recommended by the grade teacher as good supplementary reading. Such books may be as far beyond his limited comprehension as Darwin would be beyond the grasp of the average third grade pupil. Failing to understand the books that are recommended to him, he reads nothing at all, not knowing enough of books to be able to choose his own.

Second, the reading of the subnormal child must be limited to one or two simple kinds of literature. The

normal child, if moderately encouraged, extends his reading over a wide field; fairy tales, myths and fables, nature stories, animal tales, and books on radio, electricity, and many other subjects may interest him during the course of a few years. The subnormal child is different. He will not, in his whole lifetime, comprehend a multiplicity of facts. It is well if he become interested in a few. We often hear it said that a certain man does his own job well, but he knows nothing else. The subnormal mind is like that. It may grasp a few things, but variety and complexity bewilder it. The lower a child is in intelligence, the more likely are his reading tastes to be concentrated in one field. Accordingly, the teacher or parent should try to discover an interest the child may have in some subject and should then try to find for him suitable books on that subject. A subnormal child may be kept happy for four or five years with one type of reading alone, such as animal stories or simple nature myths. His is no yearning for a varied reading diet. Instead, in his reading, he derives keen pleasure from finding mention of incidents and scenes that he has read of before. He may be contented through all his life with one simple "literary" interest.

Another point to be remembered is that the subnormal child will seldom read anything without urging. The danger of his forming bad reading habits is practically nil, since, without urging, he will form no reading habits whatever; still he requires considerable attention to his reading to see that his interest is kept up and that books are given to him whenever he is ready for them. Except in rare cases, books must be chosen for

him; he will seldom go to a library and take one out for himself.

Then, too, the subnormal child often requires verbal explanation with his reading. It would irritate a normal child to have some one go over a chapter of a book that he had finished reading, and explain motives and emotions to him. Not so with the subnormal child. He often requires verbal explanation to make even the simplest facts clear. The real beauty of Mark Twain's *Prince and the Pauper*, for example, would be entirely lost on him if situations and motives were not explained in the concrete terms he can understand. He cannot deal in abstractions. He does not reason as the normal individual does. He seldom deduces an unknown fact from the known. This is the great difference between the normal and the subnormal mind—the ability to reason, and to comprehend abstractions and generalizations.

The subnormal child may, then, be taught to enjoy reading if a teacher or parent will, first, discover (or create) in him an interest for one or two specific kinds of reading; second, encourage him to read by giving him suitable books; and, third, talk to him about the books he reads and explain the passages which are not readily understood.

One exceptionally capable teacher of an "opportunity class" has awakened a reading interest in eleven out of her fifteen pupils. One boy in her group is 16 years of age, with a mental age of $10\frac{1}{2}$ years. His parents are fairly intelligent people, and they had tried, unsuccessfully, to interest the boy in books or magazines. When he first entered the special class, the teacher asked

him what he liked best to do. "I dunno," was the answer expected—and received.

"Do you ever read?" she asked.

"Naw."

"Well, that 's nice. It's better not to read anything than to read poor books. But every one in this room must read at least one book a month,[1] so you try to think of something you would like to read about. Some one thing, such as automobiles, or trees, or animals, or anything that you are really interested in."

The boy thought a long while, for thought comes hard to a 70 per cent mind. At last he said, "I ain't interested in nothin' special—only baseball. I used to like to look at the stars at night, but I ain't interested in 'em any more."

"Baseball and stars! Well, those are two pretty good things to be interested in."

The next day the boy was given a simple book on stars—one that a 10½ year mind could comprehend. When he had finished it, he was given a baseball story that told of some children who had formed a baseball team of their own. But, strangely enough, he was not as interested in the baseball as in the stars, so the teacher read with him the simplest books she could find on astronomy. Unfortunately, there are few written that the boy could read by himself without constant ex-

[1] This was a room of older children from 14 years on, chronologically. School systems which have three or more special classes often grade the children according to chronological age, "graduating" them from one room to the other, and having the older children in the high-school building. This keeps up the children's self-respect, as they "go to high school" with the others. Then, too, they have the opportunity of taking manual training, physical training, and domestic science with the regular classes.

planations; but this boy read Collins' *The Boy Astronomer* through, even if he may not have got out of it all that Mr. Collins put into it.

A second child in this group is a girl of 15 years, with an intelligence level of 11 years. The teacher found that this girl liked to take long walks, and by accompanying her a few times and discussing natural objects with her, she awakened the girl's interest in nature myths and stories.

A third child owns a dog, so he was given dog stories —*Moufflou* and similar tales. He was greatly interested in *The Call of the Wild*, which the teacher read to the whole room at the time the motion picture was being shown at a local theater.

In this way, she has interested nearly the whole class in reading, and although they may never gain a great amount of knowledge from their reading, they have one more interest and they may eventually reap more from it than might at first be expected.

At any rate, Opportunity Room teachers are proving, and have proved, that subnormal children may be interested in books and that through their reading their interests may be broadened and their lives appreciably enriched.

CHAPTER VIII

SEX DIFFERENCES IN READING INTEREST

In the reading of very young children sex differences are not great. The little girl of 6 or 7 enjoys the same type of story as the boy of the same age. It is possible that there may be a slight difference in picture preferences, the boy showing somewhat greater liking for pictures of such things as airships or trains, the girl preferring pictures of people and small animals. But this difference, if it exists at all, is not particularly noticeable.

By 9, sex differences in reading interests are more in evidence. At this time the boy begins to turn from fairy tales and fantastic stories to books of a more realistic nature, while the girl still clings to the more imaginative story. By the age of 10 the divergence is very marked and the breach continues to widen up to adult life, when a certain amount of *rapprochement* takes place.

At every age girls read more than boys. This is probably accounted for by our conventions which limit so severely the recreational activity of girls. The boy, with his outdoor games and sports, has less time for reading than his more restricted sisters.

Girls show more homogeneity in reading taste than

do boys. A book that is popular among one group of girls is almost certain to be popular among any other group. Boys scatter their reading over a wider range and include a greater variety of books among their preferences. For example, *Little Women* is universally popular among girls, but we find no one book that has so wide a distribution among boys. The most popular book for boys, Stevenson's *Treasure Island*, was chosen by only 4 per cent of the boys who gave their book preference in this study. The boy is more subject to "spells" of interest. One month he will read nothing but books on electricity, the next month nothing but lives of inventors, while a month later he may be deeply immersed in detective stories. Girls, too, have periods of specialized reading, but, as a rule, their reading interests are appreciably more uniform than those of boys.

This difference in range of reading was strikingly brought out by two separate parts of this study. First, a group of about 100 graduate students at Stanford University (equally divided between the sexes) were asked to name the ten books read in childhood that could be recalled most easily. In order that they might not have time to give much thought to the qualitative differences among the books recalled, they were allowed only 15 minutes in which to make out the list. Of the women, an even 50 per cent listed *Little Women;* 36 per cent, the *Little Colonel* books; 30 per cent, *Robinson Crusoe;* and 25 per cent, *Black Beauty*. There were very few books which received only one or two choices; most of the books listed were named by as many as 5 or 10 per cent of the women questioned. The men's

lists, however, showed far greater variety. *Robinson Crusoe*, which appeared the most often, was mentioned by only 13 per cent of the men. *Treasure Island* came next with 12 per cent; and *The Last of the Mohicans*, which came third, was only mentioned by 8 per cent. In other words, the men's choices were scattered, indicating a wider range of interests and more individualized tastes.

The second part of the study that brought out this same fact had to do with the school children's records of books read more than once. On the reading record booklets which were kept by nearly two thousand school children (including both the unselected and the gifted groups) one of the questions asked regarding each book they had read during the two months studied was, "Had you ever read this book before?" The results were significant. Thirty per cent of the books read by girls were listed as re-readings, as compared with 18 per cent of those read by the boys. Moreover, the girls had often read the same book six or eight times, the boys seldom more than twice.

Our study also shows very specific sex differences in direction of reading interests. Girls care more for fairy tales, poetry, and sentimental fiction than do boys. When romance enters into the boy's book, it must be so intermingled with action that the sentiment is not too obtrusive. The boy of 12 does not particularly object if his hero has the winning of a maid as his objective, provided the winning is accomplished only after devious journeys and adventures. In fiction, boys always demand plenty of adventure and vigorous action. A little rivalry and a touch of mystery make the book a "whiz."

Physical combat also has its appeal, and accounts of physical prowess, whether on the football field or on a pirate schooner, meet with hearty approval.

The great field of girls' reading is the story of home or school life. The human interest is so uppermost in a girl's nature that nothing seems to interest her more than the everyday life of a happy, loving family, or a group of congenial, interesting girls. It is to this human interest of girls that *Little Women* owes its extraordinary popularity; it appeals to the strongest element in the girl's nature—the interest in people and in the little daily happenings that go to make up group life.

Animal stories are enjoyed by both boys and girls, but, as a rule, girls prefer stories of animal pets while boys prefer stories of wild animals. We find, for example, that *Beautiful Joe* is enjoyed by girls, but is seldom read by boys. *Hunting Big Game in Africa*, on the other hand, is read by boys and not by girls. G. Stanley Hall suggests that this difference may be the result of atavistic tendencies, for "men were huntsmen of old, while primitive women domesticated nearly all the animals that serve man."

Boys read much more non-fiction than do girls. They read more science, slightly more history, and far more encyclopedia material. The field of applied physics—electricity, mechanics, and radio—is almost exclusively a boys' field.

Just how much these sex differences in reading interests depend upon innate endowment, and how much upon the subtle effects of social ideals and training, it is impossible to say. It is the tradition of our race that men should be interested in machinery, in industries,

and in science, while women must keep the wheels of home-life oiled and running. The girl experiences the effect of this tradition from her earliest years, and it would be surprising if such long-continued and pervading suggestion did not leave its mark on her reading interests.

It is worthy of note, however, that although boys show practically no interest in girls' books, girls show a most decided interest in boys' books. Girls read with interest *Treasure Island, The Call of the Wild,* and other popularly accepted boys' books. They read the Boy Scout books and other boy adventure series. Few boys, however, read *Little Women* or *Rebecca of Sunnybrook Farm,* and they rarely open a girls' story of school life. From the reading records of our children it was found that 18 per cent of the girls' reading was in the field of boys' books, but only 2 per cent of the boys' reading was the human interest story of home or school life that girls so much enjoy. These and other interesting facts are brought out in the table on page 73, which shows the classification, for the sexes separately, of all the books read during two months.

These figures reveal three outstanding contrasts. (1) Of the books read by boys, 56 per cent were stories of adventure or mystery, while only 18 per cent of those read by girls belonged to this category. (2) Thirty-two per cent of the books read by girls, and only 2½ per cent of those read by boys, were stories of home and school life. (3) Sixteen per cent of the books read by girls and only 3½ per cent of those read by boys were classifiable as emotional fiction.

These facts are instructive and significant. The

PERCENTAGE OF BOOKS READ BY GROUPS

	Boys, per cent	Girls, per cent
Fairy Tales, Folk Tales, and Legends	7	10
Nature and Animal Stories	7	6
History, Biography, and Travel	5	4
Science	3	1
Stories of Adventure or Mystery (mostly boys' juveniles and series books)	56	18
Stories of Home and School Life (mostly girls' books)	2.5	32
Poetry and Drama	.4	1
Children's Encyclopedias	.5	.4
Informational Fiction, Including the Classics	15	11
Emotional Fiction (the popular novel and love story)	3.5	16

figures also show a noticeable tendency for boys to prefer books of science and informational fiction to a greater extent than do girls.

In another division of our study, 1,827 school children of grades one to eight were asked to list the four or five books that they had most enjoyed reading during the last year. The children included two groups: about 1,200 unselected children in three small California cities, and a gifted group of something more than 600. Since much the same sex differences appeared among the gifted children as among the unselected, the two groups have here been combined. The 20 books that appeared most frequently in the preferences of each sex are listed below in rank order. Books appearing in both lists are designated by a star.

THE TWENTY BOOKS MOST LIKED BY BOYS

* 1.	*Treasure Island*	Stevenson
* 2.	*Call of the Wild*	Jack London
3.	*Tom Sawyer*	Mark Twain
4.	*Robinson Crusoe*	Defoe
5.	*Three Musketeers*	Dumas
* 6.	*Ivanhoe*	Scott
7.	*Huckleberry Finn*	Mark Twain
8.	*Penrod*	Tarkington
9.	*Sherlock Holmes*	Conan Doyle
10.	*Kidnapped*	Stevenson
11.	*Black Beauty*	Sewall
12.	*Swiss Family Robinson*	Wyss
13.	*Connecticut Yankee*	Mark Twain
*14.	*Tale of Two Cities*	Dickens
15.	*Count of Monte Cristo*	Dumas
16.	*Penrod and Sam*	Tarkington
17.	*White Fang*	Jack London
18.	*Last of the Mohicans*	Cooper
19.	*Jungle Books*	Kipling
20.	*Oliver Twist*	Dickens

THE TWENTY BOOKS MOST LIKED BY GIRLS

1.	*Little Women*	Alcott
2.	*Anne of Green Gables*	Montgomery
* 3.	*Ivanhoe*	Scott
4.	*Little Men*	Alcott
* 5.	*Treasure Island*	Stevenson
6.	*Laddie*	Porter, G. S.
7.	*Three Musketeers*	Dumas
8.	*Alice in Wonderland*	Carroll
9.	*Heidi*	Spyri
10.	*Pollyanna*	Porter, E.
11.	*Secret Garden*	Burnett
12.	*Rebecca of Sunnybrook Farm*	Wiggin
13.	*David Copperfield*	Dickens
14.	*Little Lord Fauntleroy*	Burnett
*15.	*Call of the Wild*	Jack London
16.	*Eight Cousins*	Alcott
17.	*Freckles*	Porter, G. S.
18.	*Little Minister*	Barrie
*19.	*Tale of Two Cities*	Dickens
20.	*Uncle Tom's Cabin*	Stowe

Series books could not be included in the above lists, since they were usually mentioned as a series rather than as individual books, but when they were treated separately it was found that for girls the Oz books were the most popular series, with the Little Colonel books coming next. For boys, the *Book of Knowledge* showed a surprising lead, with the Oz books second.

Some of the interesting facts brought out by the above table are the following:

1. With the exception of the *Book of Knowledge*, all of the most liked books are fiction. This is partly explained by the fact that the non-fiction reading covered such a wide range that agreement of choice occurred but seldom; nevertheless, even if liberal allowance is made for this factor, it appears that fiction still holds first place in the reading preferences of both boys and girls.

2. In the type of fiction preferred, striking sex differences are seen. These are in agreement with the findings already set forth; the boys prefer stories of adventure and mystery, while the girls prefer stories of home and school life.

3. Only four titles appear in both lists; in other words, the lists are mutually exclusive to the extent of 80 per cent.

4. That the lists overlap at all is due almost entirely to the fact that girls frequently read boys' books. Distinctly girls' books are rarely read by boys. The four titles appearing in both lists are *Treasure Island, Call of the Wild, Ivanhoe,* and *Tale of Two Cities.*

Mention has already been made of the difference between boys and girls in the extent to which reading

preferences are concentrated upon a few books. The tendency of boys is to scatter their choice over a wide range, while the reading interests of girls show greater homogeneity. Expressed in another way, the tendency to have a preference at all is more characteristic of girls than of boys.

CHAPTER IX

THE UNDESIRABLE BOOK

UNDESIRABLE books for children fall into two classes: (1) books that are merely worthless; and (2) books that are directly harmful.

Books that are worthless, both from a literary and from an educational point of view, form a large part of children's reading to-day. The worthless book is the book that leaves the child with nothing gained either in information, inspiration, or literary appreciation. It gives nothing of value because there is nothing of value in it, although it may carry a strong momentary appeal because of its element of story, sentiment, mystery, or adventure.

This is an age of easy and lucrative authorship. The reading public is steadily increasing, and books for children are in demand. To-day, any one who has a facile pen and a vivid imagination, may, if he wishes, turn his attention to the writing of "juveniles" and turn out series books by the dozen that will be read. Some of these prolific writers put out twenty or more stories all woven around the impossible, unreal adventures of a single character or group of characters. Boys' juveniles of this type are usually stories of impossible adventure, pseudo-heroism, athletic prowess, or unreal school life. They are written with no regard for literary style, and

they command a market only because they gratify the child's desire to find in his reading the fulfillment of his daydreams and subconscious wishes to excel, to be popular, to lead group or gang, to show heroism in a dangerous situation, or to display astonishing physical prowess. When a child is stimulated to useful activity by the stories of accomplishments of others, the result is well worth while; but when the exploits of the hero are too fantastic to admit of duplication in real life, the results may be extremely harmful. As soon as a child begins to seek in his reading the total satisfaction of his desires, he is entering on a road of dreams and phantasies that may lead to disaster.

A case has come under our observation which illustrates very well the harmful effect of books that prevent activity by arousing desires capable of finding fulfillment only in the dream world of juvenile fiction. The child was a boy of 12 who had read all of the Alger and Tom Swift books. His waking hours were almost an unbroken daydream; he had not learned how to swim or row or how to take part in any of the usual outdoor games and sports in which the normal boy delights. At home he never offered any real assistance to his mother or father, but he often expressed a wish to "earn a fortune" for them. He said one day as he was passing by a small lake with his father, "I wish one of those girls would fall in, so I could rescue her and get a Carnegie medal and have my name in the papers. I bet the girl's father would give me a couple of thousand dollars, and I'd buy an airplane, or invent one, and I'd go to Alaska in it and find a gold mine or a diamond mine or something." The mind of this boy was so filled with improb-

able adventures that all of life had taken on a tinge of unreality. Instead of learning to swim, he read of the daring aquatic feats of others. Instead of trying to earn money, he wished for sudden wealth and found the fulfillment of his wish in the overnight fortunes that fell to the lucky heroes in his books of unreal and improbable happenings.

It seems that boys are more likely than girls to suffer harm from this type of adventure story. The imagination and the emotions of the boy are stimulated by stories of accomplishment, and a desire for similiar activity is aroused. Normally this desire should find an outlet in the boy's daily life, but the situations in the majority of these stories are so fantastic that similar action in real life is impossible. The desire, therefore, turns back to find its fulfillment in the original stimulation: namely, the same book or a similar book. And so a vicious circle is formed, with an ever increasing introversion of the mental life.

With girls, it is the sentimental rather than the adventurous element that must be guarded against. Most of the girls' juveniles and series books are so inane, so vapid, so weak, that one would expect their influence to be negligible; nevertheless, books of this kind may so fill the girl's mind with false conceptions of reality that she comes in time to live entirely in a world of her own creation. Girls are especially prone to seek their companions in books rather than in real life. This may be seen in the large amount of re-reading they do. The characters in the books so often re-read finally assume form and substance and become as real companions. A surprising number of 12-, 13- and 14-year-old girls

practically isolate themselves from associates and live in a world formed almost entirely of fictional characters. They may have one girl chum, but they avoid the group and have no group interests. Parents should be alert to such tendencies and should encourage their girls to cultivate objective interests and to seek normal companionships.

Twenty-seven per cent of the unselected group of school children who kept reading records for this study reported no reading at all except series books of the juvenile adventure or school-life type; and of the total number of books read by these children, approximately 35 per cent, or over one-third, were easily classifiable as undesirable.

One reason why these juveniles have such wide circulation is that they are cheap. If *Joe's Luck* cost as much as Van Loon's *Story of Mankind,* fewer people would buy *Joe's Luck.* During the Christmas and holiday seasons the book stores, especially the book sections of department stores, are crowded with adults buying gift books for children. They generally ask for "something interesting and not too expensive." If a boy's book is wanted, the average salesman, who understands popular demand very well but the educational aspects of children's reading not at all, will probably produce something like *The Boy Foresters on Squam Lake.* On the cover will be a violently colored picture of a group of boys in deadly combat with an enormous grizzly. "Now we have here," the salesman will say, "some special books at 49 cents. Just the thing for a boy. Adventure from cover to cover. This series is the most popular one we carry. We have sold 500 copies in the last

month." Usually the customer buys the book—because it is popular and because it is cheap.

The ultimate expense of such books, however, cannot be figured in terms of dollars and cents. There must be added to the reckoning the wasted hours, a perverted reading taste, a false sense of reality, and a direct loss in education, for the child has consumed to no purpose the leisure which might have been devoted to books of positive educational value.

But the writers of impossible adventure stories and sentimental girls' books are not the only authors whose work may be put in the class of "worthless literature." There are, in addition, the historians who write history so inaccurately that no one can separate the kernel of truth from the mass of fiction; the biographers who fill gaps in their knowledge with stories of incidents that never occurred; the "children's poets," who sacrifice all poetical feeling in their attempts to "tell a story"; and, last but not least, the nature fakers who write of so many things that nature never knew.

Books that are directly harmful make up, fortunately, only a small percentage of children's reading. Books so immoral or vicious that they are likely to encourage downright criminal tendencies are not in as wide circulation as is commonly believed. For the boy, the harmful book ordinarily takes one of two forms: it may present vice and criminals in such an attractive way as to blunt the sense of moral discrimination, or it may recount sensational or melodramatic incidents in such a way that the reader is directly incited to unlawful or seriously unwise action.

Although the flagrantly immoral or vicious books get

into the hands of only a small percentage of children, as long as any of these books are in circulation the campaign for their destruction should not be abated. The large majority of our criminals become criminals during adolescence. The crime problem is in reality a boy problem, and our prisons have rightly been called "monuments to neglected youth." Even if crime be largely a result of mental peculiarities or abnormalities inherent in the individual, all children should nevertheless be safeguarded against the vicious book in order that the occasional child who has delinquent tendencies may be saved. For the welfare of society, books that are overcharged with material of danger to the imagination of the young ought to be suppressed. In some of our libraries, books that are considered to be harmful are taken from the regular shelves and put by themselves, but the treatment deserved by many a book of this type is cremation rather than segregation.

For girls, the directly harmful book is usually the immoral or the over-romantic love story that suggests unhealthful and morbid ideas. The girl does not, as a rule, possess as adventurous or as lawless tendencies as the boy, and the type of book that glorifies crime has usually little effect upon her; but the book of suggestive tone or that depicts vice thinly veiled may in the long run do her as much harm as the lawless book does the boy.

The mental life of the imaginative adolescent girl is woven largely of fantastic materials gleaned from her reading. So real to her are the characters of fiction that the appeal of the human interest in stories can sway her in almost any direction. She thinks in terms of

individuals, not, like boys, in terms of things and events. Moreover, she has not the boy's outlet in dramatic action. Girls do not organize into "gangs," and put their dreams into real action. Because of her tendency to live in a world of fancy, and to imbue everything with a tinge of sentimental romance, the adolescent girl falls easy prey to the immoral book. Its suggestions take easy root in her vivid imagination. The age of puberty is at best a difficult period in the mental life of the girl, and if at this time she is exposed to suggestions that are unhealthful, her whole life may be affected. When parents notice that a girl is constantly indoors reading a trivial novel, they should encourage her to get out of doors and to join in some healthful sport. There is nothing like vigorous activity for exorcising sentimental fancies. The old idea that physical exercise is unladylike should be discouraged. Girls need more freedom for play and for physical development. The "tomboy" of this age who, free from any trace of self-consciousness, plays volley-ball, basket-ball, and tennis, hikes and swims, and generally gives a normal outlet to her energies, is the type of girl whom parents need least to worry about. She is too busy to let her mind become a breeding-place for the unwholesome fancies that the dreaming, novel-consuming type of girl may be a prey to. This does not mean that girls should be discouraged from reading, but merely that they should be diverted from the sentimental type of literature that teaches nothing but false standards of life.

When once any child has formed a taste for fiction that is melodramatic, sentimental, or sensational, there is but one possible cure—and that is to divert the in-

terest into another channel. There should be put before him, given to him, and suggested to him, the best literature in sufficient variety for him to find something of interest. His natural tastes and aptitudes should be considered, and books should be suggested that will appeal to some special hobby. In this way, books on minerals and rocks, realistic nature stories, and animal tales may take the place of the adventure juveniles. Tactless and arbitrary insistence on what the child shall or shall not read is of little avail. Only strategy and patience will win the day. Once the child has been definitely started in the right direction, he will gradually learn by himself to distinguish the genuine from the spurious, the real from the fantastic, and the inspirational from the mock-heroic.

CHAPTER X

THE DESIRABLE BOOK

General Desirability.—The desirable book for children's reading should achieve one or more of the following aims:

(1) It should inculcate worthy ideals of conduct and achievement which can actually motivate the child's life. It is necessary to make a sharp distinction here between the type of book which leads to dreams of impossible accomplishments and that which stimulates the formation of ideals that may be realized. (2) It should serve to cultivate an appreciation of the beautiful. (3) It should add to the child's fund of desirable knowledge. (4) It should arouse a desire for further reading of good literature.

It goes without saying that a book need not be informational or instructive to be desirable for children's reading. The book that deals with facts, that has the direct impartation of knowledge as its aim, is, of course, to be highly recommended; but this is only one field of literature. The book that is capable of fostering an appreciation of the beautiful has a no less important place in children's literature. There is a certain element we seek in books which we term "high literary quality." This is an indefinable, unanalyzable element that distinguishes the great book from the book which is medi-

ocre. Van Dyke achieved it in *The Other Wise Man*, Ruskin in *The King of the Golden River*, and Mark Twain in *The Prince and the Pauper*. The writer whose work shows this quality of high literary merit must possess an inherent sense of beauty, an ability to paint striking word pictures, and a liberality of ideas which prevents him from ever descending into the commonplace. This is the quality that makes a book live, as much in the field of children's literature as in that of the adult. The stories of Hans Christian Andersen, Perrault, Howard Pyle, and John Bennett are all children's literature, but they are real literature none the less. Books that are as charming in thought and as beautiful in style as these have no need of informational content. A child should read for entertainment as well as for instruction, and his own natural love for "just a story" should never be disregarded. It is an unfortunate child, indeed, who is cheated of his heritage of the literature of traditional fairy tales and whimsical, fantastic stories.

Formerly, the two types of literature, the narrative and the technical, were quite distinct. The style of writing was different, the appeal was to a widely different class of readers, and no attempt was made to mix the types. In modern children's literature, however, these two types are occasionally blended, and factual information is given in the interesting, narrative style that children can enjoy. The reason this type of writing has developed so slowly, and is found but seldom even now, is that few scientists and scholars possess the gift of a fine prose style. Fabre, John Burroughs, W. H. Hudson, Vernon Kellogg, Eva March Tappan, Hendrik

Van Loon, and a few others show this rare combination of scholarship and literary ability, but the entire group is very small compared to the great number of writers in other fields. If more of our astronomers, physicians, chemists, biologists, and geologists could and would put their knowledge into the simple narrative form that children demand, the poverty of our informational literature would end. But the old conception that to write a book for children is somehow to lower one's dignity, seems still to be held by many of our foremost scholars.

Children undoubtedly do demand a narrative form of writing. They may possibly be prevailed upon to read *A Scientific Study of the Natural Habitat of the American Bear*, but they will sit up all night to finish *The Biography of a Grizzly*. The vocabulary, phraseology, and ideas of the child's book must be within the realm of his own experience. When this condition is met the child is willing to delve deeply into the mysteries of nature, the chonicles of empires, or the geography of foreign lands.

General Attractiveness.—Any librarian or dealer in children's books realizes the importance of attractive make-up. Many a fine old classic is never sold or read when it is obtainable only in a poorly bound and poorly printed edition; but when the same book is republished in an attractive binding, with beautiful type and good paper, its circulation may increase many times. If textbooks were published in as prepossessing editions as some of the modern novels, children would not be so loath to read them.

Type.—The size of type is one of the most important considerations having to do with the make-up of books.

A child's book should never be printed in type smaller than ten-point, but the ten-point of many type faces is altogether too small for children's reading. The type of this page, which happens to be twelve-point of a rather condensed face, may be taken as the minimum size for readers of 9 to 12. For young children, it should be still larger, but it should not be so large that the child's eye movements will need to be slower than his rate of comprehension. In recent years some of the publishers of books for young children have, in trying to correct the fault of the very small type, swung to the opposite extreme and printed their primers in so large a type that the eyes are compelled to make an excessive number of movements and fixations in order to cover a given number of words. As a result, the grasp of sentence meaning is retarded. The difficulty is the same as that which we have all experienced in trying to read at close range a billboard that was intended to be read from a distance. The letters are so large that our eye movements are slower than our normal rate of comprehension. If we would have children learn to read quickly and without loss of effort, we should see that their books are printed in type neither too large nor too small.

The dangers from small type are greater than those from large type. The National Committee for the Prevention of Blindness recently sent a communication to all the printers, school boards, and libraries in the country, warning them that the extensive use of small type was becoming a serious factor in the production of eye fatigue and in the impairment of vision among children. Many of our history and geography texts have been

printed largely in six-point or eight-point type, which is decidedly too small for children to read without injury to the eyes. School boards should refuse to consider the adoption of textbooks or books for supplementary reading having this defect. Parents should be no less on their guard against the evils of small type in books for general reading.

Length.—Another item well worth considering in the selection of children's books is the length. Other things being equal, children prefer the book that may be read through in a comparatively short time. For the younger children, the lines should not be too close together or more than four inches in length. The animal adventure books of Thornton Burgess, for example, probably owe a great deal of their popularity to their brevity, and one reason why Mark Twain's *Roughing It* is not more popular is that it is just a bit too long. Children tire of a book that takes too much time. In their hurry to finish it and go on to something else, they are likely to skip or to form the habit of superficial reading. Several boys who gave *Roughing It* as their favorite book, confessed that they did not read "quite all in the middle."

Of course there is another side to this question of length. A book for children should not be merely a bound pamphlet; it should not be too short. It is a waste of money to buy any considerable number of the tiny nature and animal books that are now being published for young children. They contain so little reading matter that they awaken no desire for re-reading and are cast aside after a half hour's use. A child should come to the end of a book with a desire to re-read it, with a

feeling that there is something more to gain. The book that is only a few pages long is not likely to have this effect.

Illustrations.—The fourth and last point we would emphasize in regard to the form of the child's book has to do with illustrations. Children's books should always be illustrated, and, for young children, colored illustrations are best. This is quite contrary to the theory of certain educational psychologists who contend that the vividness of the child's imagination enables him to construct his own mental pictures of characters and scenes in colors and forms more beautiful than any illustrator could achieve. According to this view, illustrations, and especially colored illustrations, are likely to inhibit the child's spontaneous imagery and so detract from his enjoyment of the story. This theory sounds plausible, but is not in accord with facts. Children, especially before the age of ten years, will choose, almost without exception, the book with colored illustrations and preferably crude and elementary colors, with a huge degree of saturation and brightness. As the child grows older, he learns to like the softer tints and tones. Instead of depriving the child's imagination of its proper task the printed picture serves rather as a stimulus and frame-work for brighter fancies. All children like pictures, and the younger the child the more he depends upon them for his information and enjoyment.

Unfortunately, the presence of numerous colored illustrations entails an additional expense which many parents cannot afford. It is, of course, infinitely better for the child to have books with only a few pen drawings than to have no books at all. But when expense is

not a question, look to the illustrations in buying children's books. See that they are plentiful, well-drawn, and true to life in form and color.

These four points regarding the form of the book—general attractiveness, type, length and illustrations—should be considered in selecting all children's libraries, whether for the school or for the home. But it hardly needs to be said that far more important than the form is the content. It is necessary to be on one's guard against the book that is charming in appearance but lacking in all other qualities that would make it worth buying. The best as well as the simplest method of selection is to make use of reputable annotated lists of children's readings. The parent or teacher should be able to find suitable titles in such lists for children of any age or of any interest type.

In selecting the child's library one will do well to disregard a majority of the series books and not to give too much consideration to the popular juveniles. There are on the market to-day enough books by reputable authors to make unnecessary the selection of anything questionable, and the parent who is willing to take time to familiarize himself with the names of these authors and with the contents of their books will be rewarded not only in the resulting encouragement of literary appreciation on the part of his children, but in an unexpected harvest of entertainment and enjoyment for himself.

CHAPTER XI

TYPES OF CHILDREN'S LITERATURE

THE children's librarian to-day is faced with a prodigious task in selecting her books. She cannot order only from juvenile lists, nor can there be any arbitrary limits to the types of reading she admits to her shelves. She must be as familiar with adult publications as with juvenile, for where the one leaves off and the other begins no one can say. There are no boundary lines; there is only one broad field of literature from which children cull for themselves the simplest and most dramatic, and adults share or usurp entirely the whimsical and clever.

Even picture books, that one type of literature that would seem exclusively juvenile, cannot be removed entirely from the adult world—particularly when the artists are masters of piquant, humorous detail, as are L. Leslie Brooke, Randolph Caldecott, and Walter Crane.

What children's librarian could have foretold that Huntington's *The Human Habitat* and DeKruif's adult studies, *Microbe Hunters* and *Hunger Fighters,* would eventually find their way to the juvenile shelves? Or that Christopher Morley's *I Know a Secret* and Lofting's *Dr. Dolittle* would be more enjoyed by adults? One can well imagine the amazement of Mr. Huntington at finding his excellent but extremely mature treatise in the Children's Room. And with equal amusement does one

picture Mr. Morley's feelings at seeing his delightful and charming book for the little ones classed as "adult fiction." Whether they realized it or not, these authors wrote for all ages, and libraries will have to carry duplicate copies in the adult and juvenile departments.

Because of this extensive overlapping, the outline to be given of types of children's books will be found to include almost every kind of literature.[1] Drama is slighted, with only Shakespeare, Dunsany, Barrie, Drinkwater, Rostand, Peabody, and one collection noted. This is in accordance with the children's own tastes, for they seldom read plays though they will gladly act them. Drama, therefore, is a different field entirely from literature. Even the pleasant plays of such modern writers as Constance Mackay, Cornelia Meigs, Rose Fyleman and others seldom leave their shelves at the library except to be looked over for stage material. Civics, mathematics, and the higher sciences are omitted entirely, for these are in the realm of "texts," not stories, and the child who craves reading in these fields is too unusual to come within the scope of this book.

Books for youngest children.—Books for the youngest children must, of course, be picture books. There are to-day several children's illustrators, men and women of genuine artistic talent, who are publishing charming picture books that not only amuse and delight the little people but also have a distinct educational value. Most of these books have a few printed words near each picture, and children often learn to read from spelling out these words.

[1] The outline followed in this chapter is identical with that in Part II.

Pictures for children should be true to life in color and form, and should be drawn in broad outline with not too much detail. The child of 4 and over may be given more detailed pictures, including pictures of trains, airships, automobiles, etc.; but the child of 2 or 3 prefers, as a rule, outline pictures of animals, houses, or children.

Of course, pictures must be realistic and clear, never hazy in outline, for little children absorb the whole story from the pictures and are amazingly quick to note certain types of inaccuracies in the artist's drawings. For this reason it is unfortunate that so many popular illustrators to-day are taking on too much work. They are unable to do justice to it, and their pictures suffer accordingly.

Children delight in humorous touches in pictures, little incidents that one might think they would never notice. The Warne Publishing Company, which supplies many of our finest picture books, reports that L. Leslie Brooke's picture of the "Wee Bear" wearing Goldilocks' hat wrong side before, has given vast enjoyment.

The shape of the picture book and the arrangement of the pictures with respect to printed words are also important. For example, the tremendous popularity of *Little Black Sambo* and the Peter Rabbit books (probably the most beloved of all pictured stories) is due as much to the way they are printed as to their contents. The pictures tell the stories, and the stories explain the pictures. On one page is a picture. Facing it on a separate page, or directly under it (preferably the former), are the few simple words that "tell what the picture says."

It is not necessary to give the child a great number of picture books. A few will keep him happy, for he is, after all, very little dependent upon them for his "reading." There is generally some one in the family who will read to him.

Moreover, it must be remembered that the very little children (the 2-, 3-, and even the average 4-year-olds) get little of their story enjoyment from books—even picture books. The stories they love the best are the stories Mother (or the adult who stands in a mother's place) tells and retells them. "Once-upon-a-time-there-were-three-bears" . . . over and over again. These told-at-bedtime stories include the tales of the adult's own childhood—the once-when-I-was-a-little-girl stories that are universally beloved by children.

For this reason there are not included in Part II of this volume any of the so-called "realistic" books for the very young. Such books (and there is a growing multitude of them) are suggestive for the parent, but they cannot hold as large a place in the life of the 2-year-old as the mother's own spoken tale. It is true, as one correspondent to the authors of this book pointed out, that the "two- and three-year-olds and the early fours seem to like best the factual story based on the familiar content of their own environment. The stories that 'take best' are not stories in the true sense of the word, but rather simple incidents containing more or less of rhythm, sound-words, and motor content a-plenty."

Is it not obvious, however, that such "simple incidents" are better adapted to the child's own interests by a story-teller in the home than by an author who cannot

possibly treat of the myriad environments of little children?

When children are read to, the stories they most enjoy hearing are (1) nature stories, (2) animal stories, (3) Mother Goose jingles, (4) children's poetry, (5) fairy stories, and (6) stories of children in other lands.

Fairy Tales, Fables, and Whimsical Stories.—Fairy stories, folk tales, and legends are the traditional reading for children. Many of the tales that are told in our nurseries to-day were told a thousand years ago; perhaps the form was more crude, but the substance was the same.

That these stories have lived through centuries is, in itself, reason for continuing their telling. Time has an infallible method of sifting the wheat from the chaff in children's literature. Such stories as "The Three Bears," "The Three Little Pigs," and "Jack and the Beanstalk" have lived because they satisfy the insistent demand of young children for simple, graphic word-pictures that will call up pleasing mental imagery.

Modern writers of fairy tales have imitated the old style of telling, and have often added a special appeal in the form of whimsical and absurd situations that children enjoy. So we find Eleanor Farjeon, whose delightful stories have captured the hearts of our modern children, picturing such scenes as this, when Tom Tiddler in "The Tale of Tom Tiddler," looks at himself in the pool.

"Good morning!" said Tom to Himself.

"Good morning!" said Himself to Tom.

"And what sort of a night did you have?" asked Tom Tiddler.

"And what sort of a night did *you* have?" asked Himself.

"Last night I dreamed about a mushroom three yards round," said Tom.

"Last night *I* dreamed about a mushroom three yards round," said Himself.

"I knew that already, Silly!" said Tom Tiddler rather cross.

"Silly," said Himself, just as cross as Tom was.

Then Tom wouldn't speak to Himself for an hour or more.

We wonder what time will do to Eleanor Farjeon's delightful imagery, to A. A. Milne's peerless tales, to Laurence Housman's retellings and original stories, and to the rest of the whimsical, fantastic stories of our modern writers. Will they last as long as the Brothers Grimm? Those of us who love them hope that parts at least will last for a long, long time.

General Fiction.—There is no field of literature harder to define than "fiction." The dictionary tells us that fiction is a "prose work in narrative form in which the characters are partly or wholly imaginary, and which is designed to portray human life with or without a practical lesson." But this statement would define equally well myths, legends, fantastic tales, fairy stories, historical narratives, nature tales, and many animal and travel books. We must therefore make our own definition. In Part II of this volume we have listed under General Fiction only such books as do not find a certain place under any other heading. In this section will be found stories of home and school life, of romance on land and sea, of adventure and daring, of historical characters where imaginary scenes predominate over the historically accurate; in short, the books that just "tell a

story" with no pretense of having educational intent or historical significance.

In Chapter VIII it was pointed out that 77 per cent of children's reading comes in the field of fiction. If nature and animal stories are included, and fairy tales, myths, and legends are left out, this becomes 84 per cent. It may seem disproportionate, therefore, to devote only a small space to fiction in the lists of recommended books contained in Part II. It must not be supposed, however, that the titles we have placed under the heading of Fiction include all of the "prose works in narrative form" we have listed. With the exception of the Poetry section, every other list also contains fiction, but fiction with a central theme: historical, scientific or legendary.

Poetry, Art, and Music.—Young children nearly always enjoy poetry. The child of 1 year will clasp his hands and crow with delight when "Pat-a-cake, pat-a-cake, baker's man" is repeated to him. At 3, he likes nothing so well as "Three little kittens lost their mittens." At 5 or 6 he will recite "Twinkle, twinkle little star," or "Mary had a little lamb," with obvious enjoyment. At 8 or 9 he will read with interest "The Gingham Dog and the Calico Cat." As the child grows older, however, this first instinctive delight in poetry is often lost. Interest is likely to begin to wane as early as 9 or 10 years. By the age of 12, the number who are accustomed to read poetry voluntarily includes only about 10 per cent of girls and 5 per cent of boys, although a little later the number increases considerably in the case of girls.

It is by no means certain that this loss of interest in poetry is a result of normal developmental changes. It

may be that the fault lies partly with our educational system, which too often places the emphasis upon scansion and subtle interpretation, instead of teaching poetry as an art which finds its expression in beauty of word and sound. Fault lies also with the home, where poetry that is read to the child is likely to stop with Mother Goose jingles. The majority of parents are not well enough acquainted with the world's great treasure of poetry to be able to lead and direct the child in its enjoyment.

The essence of poetry is in sound and rhythm. True enjoyment of it must come through the ear rather than through the eye. When possible, a poem should be read to the child before he reads it himself. Children should be encouraged to read poems aloud, and to memorize and recite them. In this way they will gain an appreciation that would never come from reading them as they would read stories. Very young children like to memorize little verses and jingles, but older children often have to be encouraged. The memorization of poetry is an excellent aid in mind training; it promotes concentration, improves the verbal memory, and helps to cultivate a permanent taste for poetry.

Poetry for children up to 6 or 8 years should stress rhythm and musical swing rather than meaning. No other verses that have ever been written are as ideal for the younger children as the Mother Goose rhymes. Their irresistible rhythm, their quaint verse form, and their whimsical nonsense delight children everywhere. They are a perfect basis on which to build an appreciation of poetry.

The jingles and little verses pave the way for the

poems of childhood. These, in turn, should lead to an enjoyment of lyrics, epics, sonnets, and ballads. If the child's taste for poetry has been carefully nourished up to the point where a beautiful pastoral or lyric may be truly enjoyed, there is very little danger of his losing interest later on. Too often the child's natural interest is left uncultivated, with the result that he soon turns to stories and forgets that he ever cared for poetry at all. Poetry should be read to the child both in the home and in the school, although it is well not to read too much at any one time.

In one respect the home is a better place than the school for inculcating a love of poetry; it can more readily take advantage of the psychological moment. It is far better to repeat to the child, "There's a merry brown thrush sitting up in a tree," when a real bird is in sight, than to sandwich the reading of the poem between a history recitation and an arithmetic test. More than any other kind of literature, poetry must have its own time and place to be properly enjoyed. "The rain is raining all around," comes with special meaning when it really is raining. "How do you like to go up in a swing, up in the air so blue," will be enjoyed by the child when he has just been in a swing, or has been promised a swing. "My bed is like a little boat," or "At evening when I go to bed, I see the stars shine overhead," carries greatest meaning at bedtime. It is not always possible to find a special occasion for the presentation of a poem, but when possible the child's mood should be considered.

Art and music are more difficult fields in which to find suitable reading material in literature. This is due largely to limitations of the children's natural interests.

In art, the books that children read the most fall into two groups: first, those that reproduce famous pictures and give a short description of each—the shorter the better; and second, those that give progressive drawings for the children to copy (*e.g.* the books by Mr. Lutz noted in the recommendations). For the rest of art, children are content to have their pictures as illustrations to a good story, or as something that is framed and hung on the wall. Pictures they love, but they do not care to read about them.

In books on music the average child has no interest at all. It is useless to camouflage the book as *The Story of Mr. Notes and Mrs. Clef;* the child will have none of it. He loves music. The sound of a fife sets his toes a-tingling and a violin will often send pleasant shivers down his spine, but he wants to hear his music, not to read about it. Books on music, therefore, must be used mostly by parents or teachers, and by the occasional child who has a distinct special ability for this art.

History, Biography, and Travel.—Biographical and historical books are closely related. A history of any country, of any people, must entail an account of the outstanding personalities who contributed toward the country's welfare or downfall. And a biography of any man or woman must necessarily deal with the historical conditions under which the subject lived.

Perhaps the most interesting of the books in this field are the historical narratives. There has been no little argument on the subject of historical fiction—books that mix historical and fictional characters and events. Many critics hold that these books are quite worthless, that they give the child a wrong idea of the characters and times

with which they deal, and that they spoil the taste for good historical works. This argument is undoubtedly well founded as regards many books. Of the many historical novels written in the past century, by far the greater number are historically inaccurate. However, when history is written in an entertaining way, with the introduction of a few fictitious characters, but with the general facts accurate, it is probably the most effective method of presenting it to children.

Moreover, we unquestionably have a scarcity of authentic, accurate histories written in a style children can enjoy as well as comprehend. Until all historians can write as John Fiske did, and can in addition adapt their material (which must be wholly authentic) to the abilities of younger children, historical narratives must remain the main source of information in this field.

It is possible that many of the books listed in Part II under Historical Narratives will not meet general adult approval, but they have been approved by children, who are, after all, the final arbiters of what they shall read.

Nature.—All normal children are interested in nature. They are curious as to the life they see about them—the birds, the flowers, the trees, the insects, and the common animals. These are a part of the child's everyday life, and he naturally wonders about them. As stated in Chapter III, over 50 per cent of the questions asked by children before the age of ten concern nature or the working of natural forces.

The most popular nature stories for children, up to a few years ago, were of the "talking-beast" kind, in which animals and natural forces assume human characteristics, speech, and actions. These talking-beast

tales have been greatly overdone in our newspapers, periodicals, and current juvenile books. They are still flooding the market, although the more realistic nature story is gradually crowding them out.

It has taken a long time for writers and purchasers of children's books to learn that children are willing to read books on animal and plant life that do not conceal the information they contain under an elaborate cloak of fiction. As a matter of fact, informational books on natural science may be made as entertaining as books of fiction. Some stories of insect life are far more interesting than many of the modern juveniles.

A child's nature book should fulfill three requirements: it should be accurate as to important facts; it should be written in an interesting and simple style; and it should be well illustrated.

A nature book need not be written in technical language in order to satisfy the requirement of accuracy. Many of the modern authors of animal stories write in a style suited to fiction, using animals as the main characters and placing them in imaginary situations which reveal their characteristics and action tendencies. Such writers are Charles G. D. Roberts, William J. Long, and Ernest Thompson Seton. Others, of whom Olive Thorne Miller and Edith Patch are examples, succeed without resorting to this device.

Illustrations are probably more necessary in the nature book than in any other type of literature. To describe a bird without showing a picture of it is largely futile, as it is almost impossible for any one, especially the child, to visualize a bird or animal from a purely verbal description. The illustrations of the nature book

should be numerous, and when possible, in color. In the case of handbooks which are to be used in identifying plants, flowers, birds, etc., colored illustrations are essential.

Science and Industry.—At the present day there are fewer books suitable for children's reading in the field of science than in any other field. This is not because children are not interested in the physical sciences; their own natural questions prove this to be untrue. What normal child never asks about the rocks or the stars? But what normal child can understand the technical books on geology or astronomy that are now on the market? The need for books suitable for children's reading on subjects relating to the sciences is urgent. The general science teacher in the junior high school has a pitifully limited supply of interesting literature to which she may refer her pupils for supplementary reading. The parent whose child is showing an interest in electricity, geology, astronomy, chemistry, or the like, has so few books to call to his aid that, unless he himself is acquainted with the science, his child's questions must go unanswered.

The need for books on science is not for the "written down" kind that explain a difficult subject in patronizing terms for the childish mind. It is, rather, for the simple, interesting narrative that tells of natural principles in an entertaining and yet instructive way. Scientists, with their extensive technical vocabularies, naturally find it difficult to express technical facts in the simple, readable style that children demand. If more were willing to make the attempt, however, something would be done to meet the greatest of all needs in books for children.

There are also only too few books to recommend that deal interestingly with our great industries. Recently Harper and Brothers brought out a series of small books on public utilities and certain industries: *The Story of the Markets, The Story of the Water Supply, The Story of Light, The Story of Transportation, The Story of Bread,* etc. These books are entertaining and instructive, but each book is too small and too limited in scope to be enthusiastically recommended. It is a start in the right direction, however, and we hope in the next few years to see a wider assortment of books in this field.

We are not decrying the story books when we stress the importance of informational material. We realize that the craving of the child is for entertainment, not education, and naturally the majority of children's books must be imaginative. But we doubt if the demand for fiction excludes other literature to the overwhelming degree that publishers and writers seem to believe.

PART II

SUGGESTIONS FOR CHILDREN'S READING

NOTE TO THE READER

Starred Books.—The large number of books given in the following sections may be confusing to a parent or teacher who wishes to make only a limited choice. For that reason, one or more books have been starred (*) in each section as the ones representing the best of the group. The starred books are not always ideal, but the parent or teacher who desires the best will not go far astray if he makes his choice from these books.

Ages for Which Suitable.—After each title is given the age range for which the book is best adapted. This range is usually fairly wide, because children differ so much in the age at which a given book is preferred. In general, the middle of the range given represents the approximate age at which the *average* child is likely to find the book most interesting. Children who are mentally precocious will often find the book attractive at the earlier ages of the indicated range, and mentally retarded children at the later ages.

How to Purchase Books.—The books listed in the following chapters may be purchased through any reliable bookseller. If the local bookseller does not have in stock the particular book desired, he can easily procure it from the publisher. Those who do not find it convenient to go to a bookseller may order direct from the publisher. Both publishers and prices are given for most of the books that are recommended. The addresses of the publishers will be found in Appendix II. When ordering a book from the publisher it is only necessary to state author and title. As publishers' prices are subject to change without notice, it is best not to enclose money with the order, but to request that the book be sent C.O.D. In the case of certain standard books no name of publisher is given. These books are published by many different houses, and the purchaser will wish to buy the edition that he can best afford.

CHAPTER XII

PICTURE BOOKS AND GENERAL LITERATURE

1. *Picture Books and Stories for the Littlest*
2. *Collections of Children's Literature and Stories to Read to the Younger Children*
3. *Fairy Tales, Fables, and Whimsical Stories*
4. *Myths and Legends*
5. *Bible Stories*

Books marked with a star represent the best in each section

1. PICTURE BOOKS AND STORIES FOR THE LITTLEST

ADELBORG, OTTILIA

Clean Peter and the Children of Grubbylea (Longmans, $1.50) 3-7

A funny picture book teaching the lesson of cleanliness. Children always like it.

BANNERMAN, HELEN

Little Black Sambo (Stokes, 75 cents and $2.00) 3-7

This is one of the best loved of all the picture stories. Sambo is irresistible—to tell his story to a group of pre-school children is to hear such squeals and giggles as are seldom accorded any tale. The pictures are crude, which is possibly one reason they are so successful. Other books by Mrs. Bannerman are: *Little Black Mingo, Little Black Quibba, Little Black Quasha,* and *Little Black Bobtail.*

BLAISDELL, E. A. and M. F.

Rhymes and Tales for Children (Little, $1.00) 4-7

A very attractive picture book, showing well-known Mother Goose characters.

*BROOKE, L. LESLIE

*_The Golden Goose Book_ (Warne, $3.00) 3-7

The Three Little Pigs (Warne, 75 cents) 3-7

Johnny Crow's Garden (Warne, $1.75) 4-9

Johnny Crow's Party (Warne, $1.75) 4-9

Tailor and the Crow (Warne, $1.00) 3-7

A Roundabout Turn (Warne, $1.00) 3-7

Ring o' Roses: A Nursery Rhyme Picture Book (Warne, $3.00) 3-7

Leslie Brooke's picture books are among the loveliest and most successful. He catches the spirit of childhood with rare skill; not only is he a supreme artist but he knows how to adapt his art to the simple demands of the littlest people. All seven of these books are beautifully done. The 3- or 4-year-old will love them.

BURGESS, GELETT

Goop books (Stokes, $1.50 to $2.50) 4-9

The Goops have come to be national characters since Burgess put out his volumes of "manuals of manners for polite infants." There are now several Goop books, including _Goops and How to Be Them_, and _Goops and How Not to Be Them_. The fantastic drawings and the humor in these books have made them very popular with children.

BURGESS, THORNTON

Old Mother West Wind Series, 8 vols. (Little, $1.25 each vol.) 4-9

Stories of the Merry Little Breezes, of Grandfather Frog, Spotty the Turtle, Paddy the Beaver, and all the other animal friends of Mother West Wind. Mr. Burgess' tales enjoy an enviable reputation for popularity among children; they have been read, or listened to, by millions.

CALDECOTT, RANDOLPH

Caldecott Picture Books (Warne, 60 cents) 3-8

This famous illustrator has published several excellent picture books, all of which are popular with young children. _Come Lassies_ and _Hey Diddle Diddle Picture Book_ are two that are especially good.

From Robert H. Charles, "A Roundabout Turn," illustrated by L. Leslie Brooke. (Frederick Warne & Co.)

CARRICK, VALLERY

Picture Tales from the Russian (Stokes, $1.25) 5-10
More Russian Picture Tales (Stokes, $1.25) 5-10
Still More Russian Picture Tales (Stokes, $1.25) 5-10
Tales of Wise and Foolish Animals (Stokes, $1.50) 5-10

Simple animal stories, chiefly of the exploits of tricky Mr. Fox, with the true folk qualities of repetition, surprise, and ironic humor. Illustrated fully by most comic black and white drawings, which show an appreciation of the effects of expression and pose, subtly rendered. Not too sophisticated for the child, but a compliment to his intelligence.

CRAIK, GEORGIANA M.

Bow-Wow and Mew-Mew (Whitman, 60 cents) 3-6

The story of a kitten and a puppy who did not know when they were well off. This has been a favorite with the little folk for many years, and the Albert Whitman edition makes it available in ideal form—large print, and unbreakable binding.

CRANE, WALTER

Baby's Own Æsop (Warne, $1.50) 4-8

This is a charming adaptation of Æsop's Fables to the picture book. Mr. Crane also published eight or ten fairy-tale picture books, *Cinderella*, *Bluebeard*, etc. (Dodd, $1.50 each), all done with exceptional beauty and with great care for detail.

DEMING, E. W.

Red Folk and Wild Folk (Stokes, $3.00) 4-9
Indian Child Life (Stokes, $3.00) 4-9

Both of these books are tried-and-true favorites. They show the little Indian folk with their animal playmates, against a background of woods and fields. The text is simple enough to be effective.

DUNLAP, HOPE

Pied Piper of Hamelin (Rand, $1.50) 4-9

Browning's famous poem as a picture book. Another picture edition is illustrated by Kate Greenaway.

From Thornton W. Burgess, "Mother West Wind's Neighbors," illustrated by George Kerr. (Little, Brown & Co.)

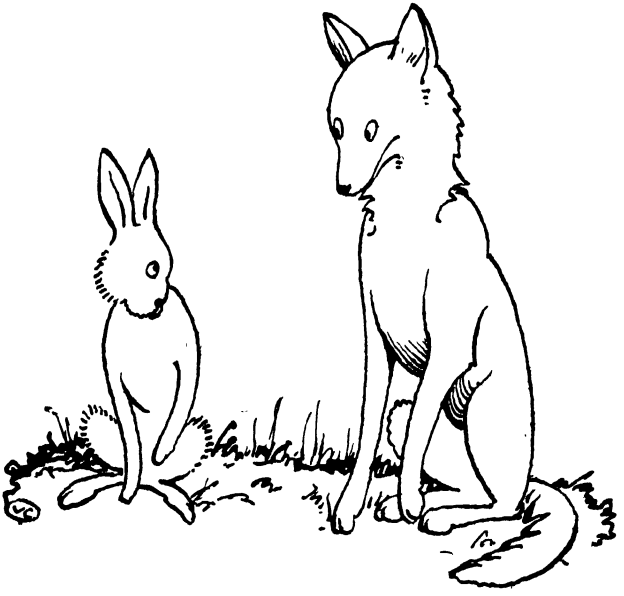
FALLS, CHARLES B.
A B C Book (Doubleday, $2.00) 4-7

A splendid vigorous set of wood block posters, one for each letter, made by an accomplished artist for his own daughter; they are not executed to "suit the child," but they will compel his interest by their fine composition and warm color.

FOLKARD, CHARLES

Mother Goose's Nursery Rhymes (Macmillan, $3.00) 5-9

A beautiful book, with several full-page color plates and many small black and white drawings of a lively sort; not an "art" edition. The rhymes are a confusion of Mother Goose, English folk poetry, rhymed proverbs, and songs, all in full variants, however. A thorough index of titles and first lines.



From Vallery Carrick, "Tales of Wise and Foolish Animals," illustrated by the author. (Frederick A. Stokes Co.)

FRANCE, ANATOLE

Girls and Boys (Duffield, $2.50) 4-9

Our Children (Duffield, $2.50) 4-9

Pictures and stories of children in quaint French villages and farms. The illustrations are made by Boutet de Monvel.

FRANCIS, J. G.

Book of Cheerful Cats and Other Animated Animals (Century, $1.50) 5-9

Absurd pictures and drawings of antic cats and other animals which will appeal to the quick humor of children. The verses and pictures supplement each other perfectly, the joke being in the combination always.

GÁG, WANDA

Millions of Cats (Coward-McCann, $1.00) 3-9

A story in pictures of a kind-hearted old man who goes in search of a kitten and brings home "millions and millions of cats!"

GREENAWAY, KATE

A Apple Pie (Warne, $1.50) 3-7
Under the Window (Warne, $2.50) 3-7
Marigold Garden (Warne, $2.50) 3-7
Mother Goose (Warne, $1.00) 3-7

Kate Greenaway's pictures are delicately pretty, but they often appeal more to the adult's choice of what the child should like than to the child himself. The artistic child of twelve will often get more enjoyment from them than the younger child for whom they were intended.

HEWARD, CONSTANCE

Ameliar-Anne and the Green Umbrella (Macrae-Smith, $1.50) 3-8

There are four Ameliar-Anne books. The David McKay Company publishes three others: *Ameliaranne and the Monkey, Ameliaranne in Town,* and *Ameliaranne Keeps Shop.* The irresistibly comic illustrations by Susan Beatrice Pearse, coupled with Constance Heward's delightful stories, have given enjoyment to thousands of children.

IVIMEY, J. W.

Three Blind Mice (Warne, $1.00) 3-7

This book may be depended upon to delight every young child. The clever, original illustrations are by Wal-

ton Corbould, and the music of the old roundelay is given with the verses.

LE FÈVRE, FÉLICITÉ
The Cock, the Mouse, and the Little Red Hen 4-8
(Macrae-Smith, $1.00)

A delightful story, illustrated by Tony Sarg. Both the story and the pictures have a great appeal for children.

LUCAS, EDWARD V.
Four and Twenty Toilers (McDevitt-Wilson's, $2.50) 4-7

An English picture book with the illustrations by Francis D. Bedford. The pictures are of the familiar trades, as the blacksmith and the carpenter.

MELDRUM, ROY
Dame Wiggins of Lee (Macmillan, $1.00) 3-7

A color picture book in a small size, telling of the famous Dame Wiggins and her seven wonderful cats. A cunning gift book for the 4-year-old.

MONVEL, M. BOUTET DE
Joan of Arc (McKay, $1.50) 8-11

A severely beautiful pictured story for the child who has passed the nursery stage, but who still enjoys pictures. The story tells of the life and death of Joan of Arc but the illustrations are the real attraction of the book.

PETERSHAM, MAUD and MISKA
Miki (Doubleday, $2.00) 4-8

A picture book of bright colors, with a gay story. Miki dances along the road to Budapest with a chubby dog and a fat goose. She has a lot of fun, and so do her small readers who have unanimously acclaimed this book.

The Ark of Father and Mother Noah 4-9
(Doubleday, $2.00)

The jolliest book of its kind now in print. The pictures of Mr. and Mrs. Noah and all the Noah animals are indescribably amusing. Adults who demand a solemn

From Wanda Gág, "Millions of Cats," illustrated by the author. (Coward-McCann)

treatment of Biblical scenes will hardly approve the innovations that the Petershams have introduced, but children approve them wholeheartedly.

POTTER, BEATRIX

Peter Rabbit Series (Warne, 75 cents) **3-7**

This is probably the most popular series of picture books on the market. They are printed with few lines of text on one page and an illustration in bright colors facing it. Children can thus follow the story either through the pictures or through the text. The stories themselves are amusing, simple, and very appealing.

RACKHAM, ARTHUR

Mother Goose (Century, $3.50) All Ages

A thick volume illustrated in color and in black and white, with the usual eerie fantasy of this illustrator. As a collection of Mother Goose rhymes, the edition may be criticized for confusing folk song and nursery rhyme, and for giving duplicates of many verses while others are presented in incomplete variants. However, this does not detract from the entertainment given by the volume.

SMITH, E. BOYD

Chicken World (Putnam, $3.00) 3-8

Farm Book (Houghton, $3.00) 3-8

Seashore Book (Houghton, $3.00) 4-8

Railroad Book (Houghton, $3.00) 4-8

The Story of Noah's Ark (Houghton, $3.00) 4-8

Lions n'Elephants n'Everything (Putnam, $3.00) 4-8

These picture books rank with the best. They are beautifully printed and are charming in every way.

SMITH, JESSIE WILLCOX

The Jessie Willcox Smith Mother Goose (Dodd, $5.00) 4-8

Full edition of the rhymes, those of the first known edition, with their comic "morals," being grouped at the beginning of the book. Illustrated by occasional sketches, and seventeen full-page plates (many in color) of the popular illustrator's tender and lovely little figures.

2. COLLECTIONS OF CHILDREN'S LITERATURE, AND STORIES TO READ TO THE YOUNGER CHILDREN

APPLETON (Publishers)

The Joy Street Books (Appleton, $2.50 each vol.) 7-13

In 1923 the first Joy Street book was published. It was called *Number One Joy Street,* and it contained stories and verses by some of the most distinguished of modern writers: Walter de la Mare, Eleanor Farjeon, and many others. Since then each year has brought a new number: Two, Three, Four, Five, Six, Seven, Eight; until

now Joy Street has become thickly populated with fictional characters that will delight any child. The books are published in beautiful format, with artistic but wearable bindings and lovely illustrations.

BIGHAM, MADGE A.

Little Folks' Land (Mentzer, $2.00) 4-7

A source book for use in the kindergarten or first grade, as well as for home reading. Useful facts are taught about food, clothing, birds, plants, etc., and all in such an interesting story form that the children follow each chapter with eager interest. Good for daily bedtime stories.

BRYANT, S. C.

Stories to Tell the Littlest Ones (Houghton, $1.50) 3-9

Stories to Tell to Children (Houghton, $1.50) 3-9

Two excellent volumes containing both old and new stories. Illustrated by Willy Pogany.

COUSSENS, PENRHYN

A Child's Book of Stories (Duffield, $3.50) 4-9

Beautifully illustrated in color by Jessie Willcox Smith. This is a pleasant book to give the child for his own reading, as soon as he learns to enjoy reading by himself.

DODGE, MARY MAPES

A New Baby World (Century, $2.50) 3-8

Baby Days (Century, $2.50) 3-8

Poems, stories, and jingles, reprinted from *St. Nicholas Magazine*. Both books are profusely illustrated, and they have proven so popular that they have run through many reprintings.

HODGKINS, MARY D. HUTCHINSON

The Atlantic Treasury of Childhood Stories 5-12
(Atlantic Monthly Press, $2.50)

A new edition of this splendid collection has now been published, illustrated with forty-five delightful pictures by Beatrice Stevens. In this volume the best folk and fairy

tales of various nations have been brought together, with a nice discrimination shown in the versions selected. Children at the fairy tale age will enjoy every story in this book.

From Laurence Housman, "A Clean Sweep," illustrated by May Smith, a story in "Number Eight Joy Street." (D. Appleton & Co.)

INTERNATIONAL KINDERGARTEN UNION (Compilers)
Told under the Green Umbrella (Macmillan, $3.00) 3-8

A choice collection of little-folk tales. For mothers who wish a wholly reliable book to use themselves or to put in the hands of relatives or maids who read to the children, this volume should meet their need. There are

twenty-six delightful old tales that should be a part of the literary background of every child. The pictures by Grace Gilkison are clever and funny; her tiny elves, animals, and fairy-tale people could hardly be excelled.

LANG, ANDREW

The Nursery Rhyme Book (Warne, $2.50) 3-7

With 100 illustrations and pen and ink drawings by L. Leslie Brooke. A delectable book, one that the parent may use for the baby's first bed-time readings, and that the child may later use for himself. The rhymes are an extensive collection, and are divided into groups: Historical, Charms and Lullabies, Tales, Jingles, and so on.

MARTIN, JOHN

John Martin's Read-Aloud Book (Dodd, $2.00) 4-9

An interesting book of stories to read aloud to children who are just passing the Mother Goose age.

MATHIEWS, F. K.

Boy Scouts Book of Campfire Stories 10-14

Boy Scouts Book of Stories 10-14

(Appleton, $2.50 each)

Two collections of short stories that are especially appealing to boy readers. O. Henry, Mark Twain, Tarkington, Stevenson, van Dyke, and other well-known and distinguished writers have been drawn on for selections. For the most part, both books show creditable judgment in their compilation.

PUTNAM (Publisher)

Tales for Bedtime (Putnam, $1.75) 5-14

Stories for all ages; some that the parent may read to the child, and some he may read to himself. The authors whose stories are reprinted include Harriet Beecher Stowe, Jack London, and other well-known and distinguished writers.

The Book of Laughter (Putnam, $1.50) 5-14

Fifty humorous stories and verses, including the "Hunting of the Snark," the "Adventures of the Peterkin Family," and others.

*SCUDDER, HORACE E.
The Children's Book (Houghton, $2.50) 6-13

This is one of the best single books for the child to own. It is a collection of the best and most famous stories and poems in the English language.

SKINNER, ADA and ELEANOR
A Little Child's Book of Stories (Duffield, $3.50) 4-8
A Child's Book of Modern Stories (Duffield, $3.50) 4-8

These collections contain some of the best of the modern stories for young children. Illustrated by Jessie Willcox Smith.

TAPPAN, EVA MARCH
The Children's Hour, 10 vols. (Houghton, $39.00) 7-14

This is one of the most popular of the collections of children's literature. Dr. Tappan has brought together, in the ten volumes of this collection, literature that is noteworthy for its high quality, including nature stories, science sketches, folklore, and a wealth of other material. A new edition of this set was published in 1929.

3. FAIRY TALES, FABLES, AND WHIMSICAL STORIES

In the lists which follow, fairy tales and fanciful stories, both traditional and modern, are listed together in one section, and the older legends, myths, and folklore are grouped in a second section. The second group has considerable historical value. Every child should have at least a general knowledge of the legends and folklore that form the background of our present literary culture.

ÆSOP
Æsop's Fables (Macmillan, $1.75) 6-11

One of the best editions of these old fables is that edited by Joseph Jacobs. This edition contains 82 selected tales. Many of the smaller, less complete editions are good, however, and the picture book selections that give only a few fables, profusely illustrated, are excellent for the younger children.

ALDEN, RAYMOND M.

Why the Chimes Rang and Other Stories 9-12
(Bobbs-Merrill, $2.00)

The Boy Who Found the King
(Bobbs-Merrill, $1.75)

Stories in which a serious moral is veiled by romantic action and clear straightforward style. They have been widely popular ever since publication.

From Countess d'Aulnoy, "The White Cat," illustrated by Elizabeth MacKinstry. (The Macmillan Co.)

*ANDERSEN, HANS CHRISTIAN

Fairy Tales 8-13

Hans Christian Andersen holds high rank among the writers of children's tales, largely because—without suggesting a definite moral—he tells all he has found out about the pleasures and trials of life, in simple, concrete imagery that a child can appreciate. The child who has never read "The Ugly Duckling," "The Tinder Box," or any of the whimsical, fantastic, wholly delightful stories of this Danish author has missed much.

Arabian Nights' Entertainment or Thousand and One Nights 8-14

A collection of old oriental stories, from Arabia, India, and Persia. The edition that is translated by E. W. Lane is one of the best, but there are many other attractive editions that the child will enjoy.

AULNOY, COUNTESS DE

The White Cat (Macmillan, $3.50) 7-12

The fairy tales of Countess d'Aulnoy have been considered among the finest of French stories. Now our American children may have these charming tales. The Macmillan edition, moreover, is unusually beautiful in format; it was judged by critics one of the most artistic books of 1929. It is carefully edited by Rachel Field, and delicately illustrated by Elizabeth MacKinstry.

BABBITT, ELLEN C.

Jataka Tales (Century, $1.25) 7-10

More Jataka Tales (Century, $1.25) 7-10

East Indian legends, jungle lore, and fables retold for little children. Some of the tales are part of the sacred Buddhist writings, and this retelling makes of them fascinating tales. Both of these books have been chosen by children as "favorite" books.

BAILEY, MARGERY

Seven Peas in the Pod (Little, $2.25) 7-11

Little Man with One Shoe (Little, $2.25) 7-11

Each story in these volumes is accompanied by a song suitable to it. The tales are patterned after the old folk and fairy lore collected by the brothers Grimm, and they are told with a sort of zest pleasing to children who like a comic quality in their reading.

BARRIE, JAMES M.

The Little White Bird (Scribner, $3.00) 13-16

Peter and Wendy (Scribner, $2.50) 9-13

In *The Little White Bird* occurs the first narrative of the famous Peter Pan's adventures. *Peter and Wendy* shows the hero as he exists in the play *Peter Pan.* Both books are written in Barrie's sentimental, gently humorous vein.

BARZINI, LUIGI

The Little Match Man (Penn, $2.00) 4-9

A popular story, that very young children like to read or have told to them. The little match man is made out of bent matches and string; he suddenly comes to life, and his remarkable adventures form the story.

From Abbie F. Brown, "The Lonesomest Doll," illustrated by Arthur Rackham. (Houghton Mifflin Co.)

BERTELLI, LUIGI

The Prince and His Ants (Holt, $1.75) 7-10

Edited by Vernon Kellogg. This is a nature book that conceals its information under the cloak of a myth: a little Italian boy becomes an ant, lives among the insects, and finally is made Emperor of the ants. This is an old and favorite tale.

BIANCO, MARGERY

The Little Wooden Doll (Macmillan, $1.00) 4-8

This story is not only noteworthy for its charming text, which is enjoyed invariably by little girls, but its pictures are equally effective. The young artist, Pamela Bianco, has here done some of her best work.

The Velveteen Rabbit (Doubleday, $1.25) 4-8

The touching story of a little cloth rabbit that became real through being loved. A story written with humor and a hidden pathos.

BOWEN, WILLIAM

Merrimeg (Macmillan, $2.00) 8-12

Stories about a little girl who has her days of being good and not being good, but who is *always* merry. In her affairs with housework, stars, elves, fairies, and witches, the actual and the imaginative are gloriously mixed, and the quality of surprise is artfully played upon. The style of these excellent tales is brisk and full of hearty comic spirit. By the same author: *Solario the Tailor, The Enchanted Forest,* and *The Old Tobacco Shop*—all excellent reading.

BROWN, ABBIE F.

The Lonesomest Doll (Houghton, $1.25) 7-10

A delightful fairy tale for the younger children.

BROWNE, FRANCES

Granny's Wonderful Chair (Dutton, 80 cents) 7-12

The adventures of a little girl, Snow Flower, and her magic chair, which could tell marvelous tales of fairyland. This book was written over sixty years ago by a gifted blind poet. It is unique for its graphic word pictures of scenes and characters.

CAPUANA, LUIGI

Italian Fairy Tales (Dutton, $2.00) 5-12

Golden Feather (Dutton, $2.50) 5-12

Two books of tales that are sprightly and humorous. Both are excellently translated from the Italian by Dorothy Emmrich and illustrated by Margaret Freeman.

The stories are free from the gruesome or grotesque, and they tell of princesses, a cricket prince, a magic cat, an enchanted needle, and other wonderful objects that seem quite probable and wholly delightful to a child.

CARROLL, LEWIS, pseud.

Alice in Wonderland 8-12

Through the Looking Glass 8-12

It is difficult to say who enjoys these books most—children or adults. Few comic writers have done anything to equal the grave nonsense, absurd puns, and mock logic of Lewis Carroll, and few writers for children have produced such cheerfully fantastic imaginary happenings. By no means should a child be allowed to forego an acquaintance with Alice.

From C. Collodi, "Pinocchio," illustrated by Attilio Mussino. (The Macmillan Co.)

COLLODI, C.

Pinocchio 7-12

The story of a wooden marionette. Many librarians rate this as the most popular and best loved of all children's stories. It has a boisterous type of humor with Pinocchio constantly falling down or getting knocked over in a way young readers consider deliciously comical. It may be purchased from a number of publishers in all types of editions and all prices—from Macmillan's Italian edition at $6.00 to 50-cent copies from the reprint houses.

COLUM, PADRAIC

The Boy Who Knew What the Birds Said 8-11

The Girl Who Sat by the Ashes 8-11

Children Who Followed the Piper 8-11
(Macmillan, $1.75 each)

Peep-Show Man (Macmillan, $1.00) 8-11

Folklore and legend retold with a true Irish humor and love of action. Padraic Colum is more than a writer; he is an artist with words.

COX, PALMER

Brownies: Their Book (Century, $1.75) 4-7

This book might be classed under Picture Books, for its chief charm lies in the quaint, funny pictures. The adventures of the mischievous little brownies, as told by the text and the pictures, have been a source of joy to children for twenty-five years. There are nine other Brownie books in a Further Adventures of the Brownies Series.

CRAIK, D. M. (MISS MULOCK, pseud.)

Adventures of a Brownie (Harper, 75 cents) 6-12

The Little Lame Prince (Harper, 75 cents) 6-12

The Fairy Book (Harper, $1.75) 6-12

These three books have held their place in children's literature for over seventy-five years, and their popularity does not seem to be waning. There is a pathetic, appealing element about the little lame Prince that makes him beloved by every child who reads about him. *The Fairy Book* contains some of the best of the old chap-book tales, "Tom Thumb," "Jack and the Beanstalk," etc.

DICKENS, CHARLES
Christmas Books 10-14

This group of fanciful stories appeals especially to children, though not written for them primarily. The famous *Christmas Carol,* which presents the miser Scrooge, Tiny Tim and his family, the Cratchits, is the most popular.

DODGSON, CHARLES E. (See CARROLL, LEWIS, pseud.)

FARJEON, ELEANOR
The Tale of Tom Tiddler (Stokes, $2.00) 8-11

A gay, nonsensical story that will surely appeal to the imaginative child. Tom Tiddler is a happy-go-lucky, fairy-boy whose home is the English countryside and later the streets and by-paths of London. Miss Farjeon tells her tale in a happy mood and imparts throughout a feeling of joyous expectancy.

FINGER, CHARLES J.
Tales from Silver Lands (Doubleday, $2.50) 10-15

Nineteen tales of folklore and witchcraft as told to the author by the Indians of Central and South America. This is one of the best written of the modern collections of folklore; the style is easy and swinging, and there is a nice feeling of suspense in the accounts of magic dogs, hungry witches, and evil spirits.

Tales Worth Telling (Century, $3.50) 10-15

Wonderful stories from strange places of the world, told with the same wizardry as shown in *Tales from Silver Lands,* and illustrated by the same artist, Paul Honoré.

FRANCE, ANATOLE
Bee: the Princess of the Dwarfs (Dutton, $2.00) 8-12

This story has become a classic in France, and the English translation by Peter Wright has lost little of the original beauty of style. Anatole France has shown his true greatness by his ability to change from a style of elaborate cynicism, such as he shows in many of his novels, to a simple sweetness and a delicacy of feeling that makes *Bee* a delightful story for children.

From Eleanor Farjeon, "The Tale of Tom Tiddler," illustrated by Norman Tealby. (Frederick A. Stokes Co.)

Honeybee (Dodd, $2.50) 6-10

Honeybee spends seven years with the dwarfs, and their king, who loves her, makes her their queen; however, he gives her to the human lover whom she prefers in order that on earth they may "help courage, modesty, and fidelity to blossom as roses, pinks and peonies bloom for good gardeners." This is a delicate story of great beauty.

GRAHAME, KENNETH

Wind in the Willows (Scribner, $2.50) 8-12

The adventures of Mr. Toad, Mr. Badger, and other neighbors along the river bank. This book is one of the talking-beast tales, a particularly pleasing one.

GRIFFIS, WILLIAM ELLIOTT

Korean Fairy Tales (Crowell, $1.75) 8-12
Welsh Fairy Tales (Crowell, $1.75) 8-12
Swiss Fairy Tales (Crowell, $1.75) 8-12
Dutch Fairy Tales (Crowell, $1.75) 8-12
Belgian Fairy Tales (Crowell, $1.75) 8-12
Japanese Fairy Tales (Crowell, $1.75) 8-12

These are interesting collections of fairy tales. Dr. Griffis collected his own material in the Far East and in Europe, and the books have, therefore, an originality that many of the modern collections of foreign folklore lack.

GRIMM BROTHERS

Fairy Tales (Macrae-Smith, $1.50) 7-11
House in the Wood and Other Fairy Tales (Warne, $2.25) 7-11

The folklore and fairy tales of the Brothers Grimm stand in a class by themselves. These brothers were philologists, who nearly a hundred years ago, collected and classified the folklore that had never been put together before their time. The stories they published were quickly taken over by children, and they now stand, with *Æsop's Fables* and the *Arabian Nights*, as unequaled collections. The Warne edition is beautifully illustrated by L. Leslie Brooke.

HARRIS, JOEL C.

Uncle Remus: His Songs and Sayings (Appleton, $2.00) 6-11

One of the best of the Uncle Remus books, containing adventures of the redoubtable Br'er Rabbit and his followers. Illustrated with amusing pictures by A. B. Frost.

HORNE, RICHARD HENRY

Memoirs of a London Doll (Macmillan, $1.00) 8-12

A reprint of a work originally published in 1852. "Maria Poppet's" comments on the life about her, on the books read by her mistresses, on their clothes and manners and pleasures, give a humorous and accurate picture of child life in London a century ago.

HOUSMAN, LAURENCE

A Doorway in Fairyland (Harcourt, $2.00) 10-16

Moonshine and Clover (Harcourt, $2.25) 10-16

Illustrated by the author after the manner of Rossetti, Hunt, and Burne-Jones. These are most beautiful romances for young persons between twelve and sixteen, or indeed for the sensitive mind of any age. They have the fantasy and imagery of fairy tales, but they are more than mere fairy tales. There is in them a delicate and reserved, but sound appreciation of life, shadowed forth with great felicity in figures of subtle strength and graciousness.

INGELOW, JEAN

Mopsa, the Fairy 8-11

This is another old favorite that children everywhere have given the stamp of complete approval. It is a simple but effectively told story of a boy who finds a nest of fairies. It may be secured in several editions. The Macmillan one, illustrated by Dugald Walker ($1.75), is particularly attractive.

JACOBS, JOSEPH

English Fairy Tales (Putnam, $1.75) 7-12

Indian Fairy Tales (Putnam, $1.75) 7-12

Celtic Fairy Tales (Putnam, $1.75) 7-12

Europa's Fairy Book (Putnam, $1.75) 7-12

From Rudyard Kipling, "Just So Stories," illustrated by the author.
(Doubleday, Doran & Co.)

Mr. Jacobs made his collections of fairy tales and folk tales in a scholarly and careful way. The publications named above combine the wealth of Eastern and Western folk tale with Mr. Jacobs' own quiet humor and knowledge of his subject.

JORDAN, DAVID STARR

The Book of Knight and Barbara (Appleton, $2.00) 6-10

Amusing little stories, "corrected and illustrated by the children," and printed in an attractive way.

KINGSLEY, CHARLES

Water Babies 8-12

A nature fairy tale, written in 1863, that has increased in popularity with the years. It is printed in many editions, but the one illustrated by Jessie Willcox Smith (Dodd, $1.75 and $5.00) seems the most popular with younger children.

KIPLING, RUDYARD

Just So Stories (Doubleday, $2.00) 7-12

The *Just So Stories* are odd, fantastic little tales. "The Cat That Walked by Himself," "How the Camel Got His Hump," and many others, all told in the animated, spirited style that is peculiarly Kipling's.

Puck of Pook's Hill (Doubleday, $2.50) 9-14

A series of tales in which a British boy and girl learn intimate, romantic details about the early heroes of England from Puck, the chief of British fairies. Aside from vivifying historic figures with great success, the work contains some of Kipling's most effective poetry. *Rewards and Fairies* is written on the same general theme as *Puck.*

LA FONTAINE, JEAN DE

Fables 6-10

La Fontaine is the author of more than two hundred fables which have been collected, in modern editions, into small groups. One group, called *Talking Beasts,* is edited by Kate Douglas Wiggin; another by Maude Dutton; still another, called *A Hundred Fables,* is illustrated by Billinghurst. In whatever edition they come, the fables are

From Bata Kindai Lobagola, "Folk Tales of a Savage," illustrated by Erick Berry. (Alfred A. Knopf)

always simple, direct and brilliant. They hold a great charm for children. "The Wolf in Sheep's Clothing," and "The Hare and the Tortoise" are among the most popular.

LAGERLOF, SELMA

The Wonderful Adventures of Nils 7-12

The Further Adventures of Nils 7-12

(Doubleday, $2.50 each)

Translations from the Swedish. Nils is a little Swedish boy who flies away on the back of a goose and visits many strange and wonderful places.

LANG, ANDREW

Fairy Books (Longmans, $1.50 each vol.) 7-12

In Lang's collections of fairy stories (called the *Green Fairy Book*, the *Red Fairy Book*, etc.) he has brought together some of the best tales of many lands. His books are very popular with children about eight or nine years of age. There are a dozen of these fairy books. Other collections of stories of heroes, princes, animals, etc., bring Lang's titles for younger children to more than a score.

LOBAGOLA, BATA KINDAI

Folk Tales of a Savage (Knopf, $2.00) 6-12

Animal-lore that the story-tellers of West Africa have told for centuries. The author, a native African, says in his foreword: "Our folk tales in the Ondo bush are told in song. . . . When the fires are lit in the villages at night to keep out wild beasts and snakes, and when the tom-toms beat, the mothers tell stories to all." And so we have "The Big Hippo Who Was Too Noisy and Clumsy," "The Monkey Whose Tail Was Not Caught," and twenty other moral-tales that remind us of favorite *Just So Stories.*

LOFTING, HUGH

Story of Dr. Dolittle (Stokes, $2.00) 8-12

The strange adventures of a worthy and learned M.D. who learned the language of animals and who could, therefore, doctor them better than any man living. The very young children for whom this book was written have enjoyed it, but adults seem to have been even more delighted

with it. After its publication and enthusiastic reception by the press and by librarians, Mr. Lofting wrote seven Dr. Dolittle sequels, the first of which, *The Voyages of Dr. Dolittle*, received the Newbery medal. These books are all illustrated by the author, and the first two, at least, are original and imaginative. Some of the others are trivial and repetitive, as is usually the case when an interesting fictional character is revived too often.

MACDONALD, GEORGE

At the Back of the North Wind (McKay, $1.00) 8-11
The Princess and the Goblin (McKay, $1.00) 8-11
The Princess and Curdie (McKay, $1.00) 8-11

Three fanciful tales that children enjoy. *At the Back of the North Wind* is perhaps the most popular, but all three stories have had a wide distribution.

MAETERLINCK, MAURICE

The Blue Bird 9-14

An exquisite symbolic play that has been re-told in story form for children. The Blue Bird is the symbol of happiness, for which the children seek all over the world; and then, when they return home, they find the bird has been there all the time. It is published by different reprint houses.

MAUROIS, ANDRÉ

The Country of 36,000 Wishes (Appleton, $2.50) 5-9

A jolly little fairy fantasy by the famous author of *Disraeli*. In the magic Country of 36,000 Wishes, children fly about on detachable airplane wings and do exactly as they please all day long. This is an attractive looking book, large in size, with big, clear type and charming illustrations.

MILNE, A. A.

Winnie the Pooh (Dutton, $2.00) 5-9
The House at Pooh Corners (Dutton, $2.00) 5-9

These books required thirty-four printings in the first month they appeared, so it is hardly likely they will need extensive reviewing here. The art of Milne's writings is so spontaneous, so gay that the least imaginative of children must appreciate his enchanting tales and poems.

These two books, as nearly every one now knows, concern the adventures of Winnie the Pooh, who was a sprightly Teddy Bear, of Eeyore the Donkey, of Piglet, Kanga Roo, and others, all of whom exist only to entertain one small boy, Christopher Robin.

From André Maurois, "The Country of 36,000 Wishes," illustrated by Adrienne Ségur. (D. Appleton & Co.)

MORLEY, CHRISTOPHER

I Know a Secret (Doubleday, $2.00) 7-

A delightful book for children of all ages, and on into the grown-up years. Its plot is slight (it concerns only the every-day activities of a motherly cat, a gentlemanly dog, a dignified snail, and four or five other human-

animals), but seldom before has there been such a treatment of animals. The book is gay, sprightly, unusual; it is, in fact, "a book to grow up with."

MULOCK, MISS, pseud. (See CRAIK, D. M.)

NIXON and ROULET

Japanese Folk Stories and Fairy Tales (American Book, 56 cents) 7-11

Thirty-four folk tales of Japan, each with a full-page illustration by a Japanese artist.

PARRISH, ANNE and DILLWYN

The Dream Coach (Macmillan, $1.75) 8-11

Knee-High to a Grasshopper (Macmillan, $2.50) 7-11

Stories full of charming imagery; children always like them. *Knee-High to a Grasshopper* is particularly good. It tells of a Little Man who "ungrew" until he was only knee-high to a grasshopper, and could play with the butterflies and other field folk.

PERRAULT, CHARLES

Fairy Tales (Simpkins, $1.50) 6-10

The famous fairy tales of "The Sleeping Beauty," "Cinderella," "Puss in Boots," "Little Red-Riding-Hood," and the rest. Newly translated by S. R. Littlewood, with twelve colored pictures by Honor C. Appleton.

PYLE, HOWARD

The Garden Behind the Moon (Scribner, $2.50) 8-12

Pepper and Salt (Harper, $2.00) 8-12

Twilight Land (Harper, $1.75) 8-12

The Wonder Clock (Harper, $2.00) 8-12

Delightful stories, retold, for the most part, from old tales and legends, and interspersed with occasional poems. All of Howard Pyle's work is excellent; he has a most delightful sense of humor that shows in every story. He illustrates all his tales himself, and many children gain as much from poring over the black and white drawings of heroic figures as they do from reading the tales.

RICKERT, EDITH

The Bojabi Tree (Doubleday, 75 cents) 3-6

Adapted from an African folk tale, this deliciously comic story tells, much in the fashion of the "Three Little Pigs," how the beasts learned the name of a fruit so that they could eat it, and how only the turtle remembered. Full of suggested action, repetition, and dramatic emphasis; the story is sure to appeal to the four-year-old.

RUSKIN, JOHN

The King of the Golden River 7-12

A masterpiece of children's literature. Ruskin, himself, said of this story, that it was a "fairly good imitation of Grimm and Dickens." It is, however, an imitation of nothing; rather is it an original gem of a story, built upon the fantastic lines of the older folk tales.

SANDBURG, CARL

Rootabaga Stories (Harcourt, $2.00) 8-12

Rootabaga Pigeons (Harcourt, $2.00) 8-12

Tales beautiful or nonsensical, all in the chantlike rhythmic repetitive prose of the mid-western poet. There is undeniable sweetness and sympathy in them all, but many parents object to the humorous use of vulgarisms or colloquialisms such as "Gimme" and "Hot Dog," and so on. Illustrated by Maud and Miska Petersham.

SCUDDER, HORACE E.

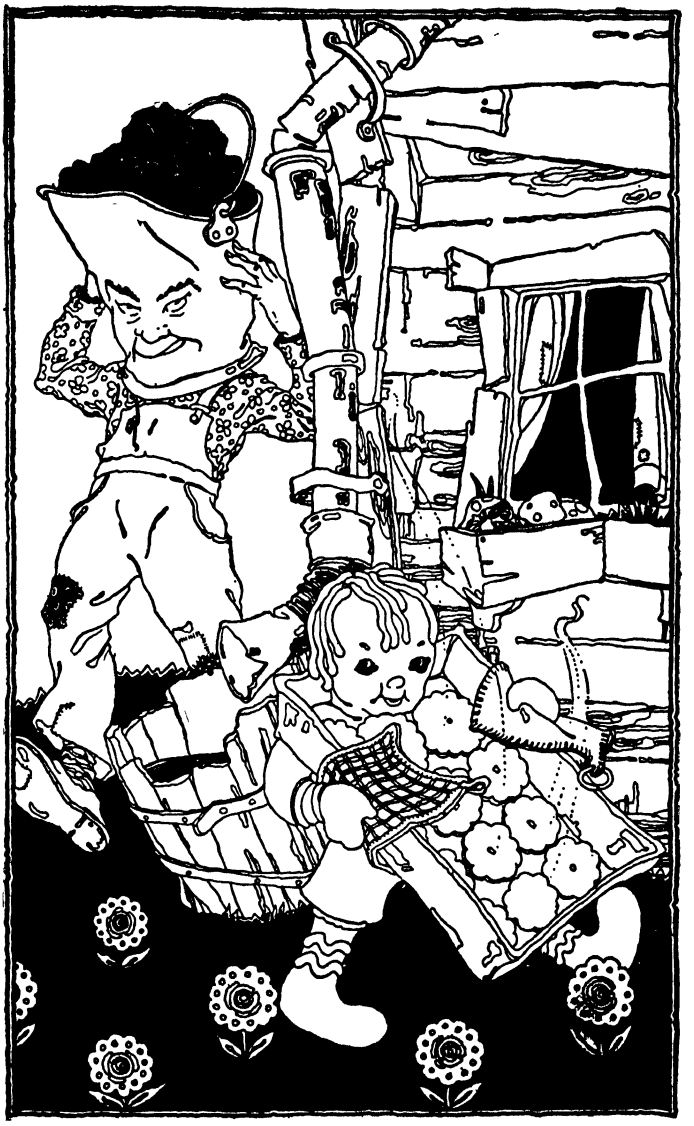
Book of Fables and Folk Stories (Houghton, $2.00) 6-11

An excellent collection. Edited in a careful and scholarly way.

SIEBE, JOSEPHINE

Kasperle's Adventures (Macmillan, $3.00) 8-12

The adventures of a little wooden boy—the German counterpart of the Italian Pinocchio. This book has been widely popular in Germany, and the translation of Florence Geiser will probably bring it into popularity in America. It gives a pleasant picture of German waysides and rural life, and the slapstick comedy of the mischievous Kasperle's tricks delights the very young. The pictures by Frank Dobias are comic and clever.



From Carl Sandburg, "Rootabaga Pigeons," illustrated by Maud and Miska Petersham. (Harcourt, Brace & Co.)

STEPHENS, JAMES

Irish Fairy Tales (Macmillan, $2.00) 12-15

Glorious, heroic and romantic tales of early Ireland, told with passionate feeling and exquisite musical style. The violence of the stories is not omitted, but it is made secondary, as in the earliest known variants of the stories, to the exalted emotions which the action calls forth.

The Crock of Gold (Macmillan, $2.00) 12-

A beautiful fantasy full of the gayety and wit of Ireland, telling how the leprechauns sought to regain the pot of gold stolen from them. Lovely literature for old and young. Illustrated by Wilfred Jones. Other tales by this master include *Dierdre* and *In the Land of Youth.*

STOCKTON, FRANK R.

The Queen's Museum and Other Fanciful Tales (Scribner, $2.50) 7-11

The Floating Prince and Other Fairy Tales (Scribner, $2.00) 7-11

Stockton's fairy tales have been considered among the best of the modern fantastic stories. He shows both art and originality in his choice of situations and quaint characters. Scribner also publishes a cheaper edition of these stories, called *Fanciful Tales.*

SWIFT, JONATHAN

Gulliver's Travels 8-12

This old book is retold in different ways for children of different ages. The volume that is edited by Padraic Colum and illustrated by Willy Pogány is one of the most attractive.

THACKERAY, WILLIAM M.

The Rose and the Ring 7-12

A quaint, funny story by one of the world's greatest novelists. The story tells of two remarkable princes, Prince Giglio and Prince Bulbo, who do most extraordinary things.

WIGGIN, KATE D., and SMITH, NORA A.

The Fairy Ring (Doubleday, $2.00) 7-11

Magic Casements (Doubleday, $2.00) 7-11

Tales of Laughter (Doubleday, $2.00) 7-11
Tales of Wonder (Doubleday, $2.00) 7-11

Books of fairy stories and folk tales from many lands. Kate Douglas Wiggin, who died only eight years ago at the age of 67, was one of the pioneers in modern children's literature. Her *Birds' Christmas Carol, Mother Carey's Chickens, Rebecca of Sunnybrook Farm,* and three score or more well-loved books are still models of their type. Neither she nor Nora Smith ever wrote a word that cannot be put into children's hands to-day with complete approval.

4. MYTHS AND LEGENDS

BALDWIN, JAMES

Story of the Golden Age (Scribner, $2.00) 9-14
Story of Siegfried (Scribner, $2.00) 9-14
Story of Roland (Scribner, $2.00) 9-14
Old Greek Stories (American Book, 60 cents) 9-14
Fifty Famous Stories Retold 7-11
(American Book, 56 cents)
Thirty More Famous Stories Retold 7-11
(American Book, 72 cents)
The Sampo (*Finnish Legends*) (Scribner, $2.00) 7-11

Baldwin's collections of legends and myths are as comprehensive as any that have yet been made. Together with Scudder's *Book of Legends,* they give a complete survey of the most famous legends that have been handed down for generations.

BARRY, MARY E., and HANNA, PAUL R. (Compilers)
Wonder Flights of Long Ago (Appleton, $2.00) 11-14

A compilation of eleven famous myths and legends of strange flights. Only the best have been included: Hawthorne's "Pegasus and Bellerophon," "Perseus and the Gorgon's Head," Andersen's "The Flying Trunk," and others equally renowned.

BROWN, ABBIE F.

In the Days of Giants (Houghton, $1.50) 9-12
Book of Saints and Friendly Beasts 9-12
(Houghton, $1.00)

Old legends from the Northland and other countries.

From Mary Elizabeth Barry and Paul R. Hanna, "Wonder Flights of Long Ago," illustrated by Lynd Warde. (D. Appleton & Co.)

*BULFINCH, THOMAS

Age of Fable; or Beauties of Mythology 11-15
Age of Chivalry; or Legends of King Arthur 11-15
(Lothrop, $1.75 each)

These books are masterpieces, written about 1830, and they still hold an enviable place in the history of literature. The *Age of Fable* is often used as a textbook in the high school, and is excellent for the home and school library.

Mythology (Crowell, $3.00) 11-15

This volume combines the *Age of Fable*, the *Age of Chivalry*, and the *Legends of Charlemagne* in a revised and enlarged edition with illustrations.

CHURCH, ALFRED J.

The Iliad for Boys and Girls (Macmillan, $1.75) 10-15
The Odyssey for Boys and Girls (Macmillan, $1.75) 10-15
Helmet and Spear (Macmillan, $2.00) 10-15
The Æneid for Boys and Girls (Macmillan, $1.75) 10-15

Greek legends and myths retold from the classics.

COLUM, PADRAIC

The Golden Fleece (Macmillan, $2.25) 8-12
The Children of Odin (Macmillan, $2.00) 8-12
King of Ireland's Son (Macmillan, $2.00) 8-12
The Children's Homer (Macmillan, $2.00) 8-12
Island of the Mighty (Macmillan, $2.25) 8-12

Greek, Norse, and Celtic myths presented in a way that is particularly pleasing and appealing to children. Mr. Colum possesses poetic ability that makes his prose stories both beautiful and artistic.

DARTON, F. J. H.

Wonder Book of Old Romance (Stokes, $3.00) 9-14

An excellent book that gives a scholarly collection of the kingly tales of King Robert of Sicily, Sir Gawain, etc.

GAYLEY, CHARLES M.

Classic Myths in English Literature and Art 10-15
(Ginn, $1.92)

A general handbook of myths and legends that has wide use in our public schools. With the volume by Bulfinch, it forms a general, descriptive treatment of the whole field of myths and legends. Recommended highly for school use. Gayley has a fluent, engaging style, and even in the short space he allows for each story, manages to infuse a spirit of sympathy and human beauty that makes the characters seem actual persons, not mere figures in a list.

GUERBER, H. A.

Myths of Greece and Rome 10-16
Myths of Northern Lands 10-16
Legends of the Middle Ages 10-16
(American Book, $2.00 each)

Excellent collections showing careful choice of material.

HAWTHORNE, NATHANIEL

Tanglewood Tales 9-14
Wonder Book for Boys and Girls 9-14
The Golden Fleece 9-14

Versions of old Greek myths, told with the remarkable artistry for which Hawthorne is famous. Hawthorne's versions of these immortal tales are as appealing to the vivid fancy of childhood as any that have been made.

HOMER

The Iliad
The Odyssey

There have been so many poor translations made of these classics that the teacher and parent would be wise to choose one of the retellings that has been made especially for children. As a rule, it is more advisable to give children classic literature in the original form, rather than in the retold versions, but, in this case, the children's versions are the more desirable. Palmer's translation of *The Odyssey*, and the Lang, Leaf, and Myer translation of *The Iliad* are excellent for children 12 to 15. See, also, Church above.

HULL, ELEANOR

The Boy's Cuchulain (Crowell, $2.00) 9-14

Cuchulain is to Ireland what King Arthur is to England—the representative of the nation's highest ideals of chivalry and gentleness. Miss Hull's stories of the old Irish legends are wholly charming.

IRVING, WASHINGTON

Rip Van Winkle 9-14

The Legend of Sleepy Hollow 9-14

America is too new to have many legends of its own, with the exception of the Indian legends, but Irving has managed to create some to fill the need. His legends are too well known to require either eulogy or explanation. A third book, *Legends of the Alhambra,* tells of Spain. The adaptation of Josephine Brower is a good edition of this.

KINGSLEY, CHARLES

The Heroes or Greek Fairy Tales 9-15

One of the best collections for the older children. Kingsley applied thought and scholarly treatment to whatever writing he undertook, and this collection of old Greek legends stands with the classics for school use.

LANIER, SIDNEY

The Boy's King Arthur (Scribner, $2.50) 9-13

Knightly Legends of Wales (Scribner, $2.50) 9-13

The Boy's Froissart (Scribner, $2.50) 9-13

Three books that appeal to boys and girls alike, although they were supposedly written for boys. They tell of the age of chivalry, and of the romance that surrounded the deeds of the knights and ladies in different lands.

MACLEOD, MARY

The Book of King Arthur (Stokes, $3.00) 7-12

A Book of Ballad Stories (Stokes, $3.00) 7-12

Two carefully edited books, retelling in charming style some of the old romances.

MALORY, SIR THOMAS
Le Morte d'Arthur

This is the source book for all the stories concerned with King Arthur and his knights of the Round Table. The adventures of King Arthur were romances of medieval days, told as separate stories until Sir Thomas Malory

From Kay Nielsen, "East of the Sun and West of the Moon," illustrated by the author. (Doubleday, Doran & Co.)

brought them together as a single collection, in the fifteenth century. The style of writing, in the original collection as made by Malory, is a bit too difficult for children. For this reason some of the children's editions that have been carefully edited are better for general reading than the original. Adult readers, however, will find a great deal of interest in the original book.

NIELSON, KAY (Illustrator)
East of the Sun and West of the Moon 5-11
(Doubleday, $2.50)

A beautiful book of folklore, collected by an expert in story-telling. The new editions of this book are charming.

PEABODY, JOSEPHINE P.
Old Greek Folk Stories (Houghton, 44 cents) 7-11

An inexpensive little book that contains some fine versions of Greek legends.

PYLE, HOWARD
Merry Adventures of Robin Hood 8-14
The Story of King Arthur and His Knights 8-14
The Story of the Grail 8-14
The Story of Sir Launcelot 8-14
The Story of the Champions of the Round Table 8-14
(Scribner, $3.50 each)

Pyle's story of Robin Hood is decidedly the best prose version of the old Sherwood ballads. Like William Tell, the person of Robin Hood has become so real, so alive, to children that they cannot think of him as a legendary character. All of Howard Pyle's legends are excellent; he tells the old stories with a compelling relish and just enough of an archaic quality to make his books a happy combination of the humorous and the heroic. His vigorous drawings do much to vivify his merry or noble characters.

SCUDDER, HORACE E.
Book of Legends (Houghton, $1.00) 7-11

Scudder's folk stories, fables, and legends are all well selected, and edited to suit the taste of the young reader. His books form excellent supplementary reading for the schools.

TAPPAN, EVA MARCH
Robin Hood: His Book (Little, $2.25) 7-11

One of the simpler versions of the Robin Hood stories. This book is well adapted to children's reading, and it has proved to be very popular.

ZITKALA-SA

Old Indian Legends (Ginn, 76 cents) 8-12

Legends of the American Indians told and illustrated by the Indians. Zitkala says: "Under the open sky, nestling close to the earth, the old Dakota story-tellers have told me these legends."

5. BIBLE STORIES

BRYANT, L. M.

Bible Stories in Bible Language (Appleton, $2.00) 7-11

Like Miss Bryant's other work, this book is carefully selected, and is especially interesting to children who are just beginning to take active interest in the Sunday school and the biblical characters they learn of there.

CENTURY COMPANY (Publishers)

Bible for Young People (Century, $3.50) 8-10

This is one of the best of the children's Bibles.

DANA, ETHEL N.

The Story of Jesus (Jones, $12.00) 6-14

An especially attractive book, telling the life of Jesus with the aid of paintings of the Italian Renaissance.

DAWES, SARAH E.

Bible Stories for Young People (Crowell, $2.50) 8-13

A carefully selected group of Bible stories that have proved popular with children.

HODGES, GEORGE

The Castle of Zion (Houghton, $2.50) 10-12

The Garden of Eden (Houghton, $2.50) 10-12

When the King Came (Houghton, $1.75) 10-12

The first two are stories from the Old Testament; the last is the life of Christ. Mr. Hodges has also written a *Child's Guide to the Bible* which gives an historical sketch of how the Bible was made, and explains and identifies many parts.

HURLBUT, JESSIE

Story of the Bible (Winston, $2.00) 9-11

Life of Christ (Winston, $2.00) 9-11

Adapted stories, well suited to children's interests.

From John Stirling, "The Child's Bible," illustrated by T. Heath Robinson. (The Bobbs-Merrill Co.)

MOULTON, R. G.

Bible Stories: Old Testament (Macmillan, 80 cents) 4-13

Bible Stories: New Testament (Macmillan, 80 cents) 4-13

These stories are told in the language of the Scriptures, altered only by omissions. These are very satisfactory

books for the parent who wishes to read Bible stories to the child, but who is in doubt as to the best selections.

OLCOTT, FRANCES J.
Bible Stories to Read and Tell (Houghton, $2.50) 4-9

An attractive book, illustrated by Willy Pogány.

*SHERMAN, H. A., and KENT, C. F.
**The Children's Bible* (Scribner, $3.50) 9-14

An excellent children's Bible, very attractive and well suited to children's reading.

SMITH, NORA A.
Old, Old Tales from the Old, Old Book 7-10
(Doubleday, $2.00)

The most familiar and appealing of the Old Testament stories arranged for children's reading. This is one of the best of the children's adaptations of the Bible.

STIRLING, JOHN (Editor)
The Child's Bible (Bobbs-Merrill, $3.75) 7-

A beautiful volume with illustrations that are alone worth the price of the book. The text is the original version with the omission of long or detailed passages.

TAPPAN, EVA MARCH
An Old, Old Story Book (Houghton, $2.50) 8-12
The Christ Story (Houghton, $2.50) 8-12

Stories compiled from the Bible and adapted to children's interests. Dr. Tappan is one of the most prolific of the children's writers, and these two books, like most of her others, are carefully and skillfully planned.

VAN LOON, HENDRIK W.
The Story of the Bible (Liveright, $5.00) 10-15

Many children enjoy this book for its easy narrative and fine illustrations. Unfortunately, however, the author attempted too many changes of the original biblical style.

CHAPTER XIII

FICTION

1. *General Fiction*
2. *Animal Fiction*
3. *Historical Narratives*

Books marked with a star represent the best in each section

1. GENERAL FICTION

AANRUD, HANS

Lisbeth Longfrock (Ginn, 64 cents) 8-13

A charming picture of Norwegian farm life. This book has a literary merit that few children's stories possess.

*ALCOTT, LOUISA M.

**Little Women* 10-14
Little Men (Little, $1.50) 10-14
Eight Cousins (Little, $1.50) 10-14
Jo's Boys (Little, $1.50) 10-14
Under the Lilacs (Little, $1.50) 10-14

Louisa Alcott's books are the most popular of all the girls' books which have ever been written. Her stories have lived now for over fifty years, and *Little Women* heads every list of most popular books for girls. These stories all tell of home life, and they owe their popularity to the human interest which they hold for girls. Boys occasionally read *Little Men*, but as a rule they do not care for these books as much as girls do.

ALDRICH, T. B.

Story of a Bad Boy (Houghton, $1.65) 10-14

A story of New England boyhood. The "bad boy" is

not the *Peck's Bad Boy* type; but a real, lovable boy, not really bad at all. This book is an old favorite.

ALTSHELER, J. A.

Young Trailers Series (Appleton, $1.75 each Vol.) 11-15
Civil War Series (Appleton, $1.75 each Vol.) 11-15
French and Indian War Series 11-15
(Appleton, $1.75 each Vol.)
Apache Gold (Appleton, $1.75) 11-15

Mr. Altsheler's vigorous tales of various periods in American history have made him one of the most popular writers for boys. The Young Trailers Series (eight volumes) deals with boy life on the frontier in Revolutionary times; the books are full of Indian adventure and the exploits of the Kentucky pioneers. The Civil War Series (eight volumes) traces the campaigns through the eyes of a Southern boy. The French and Indian War Series (six volumes) vividly describes the struggle for control of North America. These series contain the most important of Mr. Altsheler's work. *Apache Gold* is an independent story of a treasure hunt enlivened by encounters with wild beasts and Apache Indians.

AMICIS, EDMONDO DE

Heart: a Schoolboy's Journal (Crowell, $2.50) 10-13

A translation of the Italian story *Cuore*—sketches of boy life in an Italian home and school.

BARRIE, JAMES M.

Sentimental Tommy (Scribner, $2.50) 12-
The Little Minister (Scribner, $2.50)
Alice-Sit-by-the-Fire (Scribner, $1.00)

All of Barrie's stories are delightful. He pictures Scotland and its people in a warm, sympathetic way, and the adolescent boy or girl should derive much enjoyment from his books.

BAYLOR, F. C.

Juan and Juanita (Houghton, $2.50) 10-14

The story of a little Mexican boy and girl who were captured by the Comanches during an Indian raid, and who escaped, making their way through the wilderness to the settlement.

From John Budden, "Jungle John," illustrated by H. J. P. Browne. (Longmans, Green & Co.)

BAZIN, RÉNÈ

Juniper Farm (Macmillan, $1.75) 10-14

A story beloved by French children, but only recently made available in this country. It gives a charming home-life picture of a typical French family. The original style of this gifted author has lost none of its freshness in Margery Bianco's translation.

BRANN, ESTHER

Nanette of the Wooden Shoes (Macmillan, $2.00) 6-10

A simple story of child life in Brittany, with charming illustrations by the author. This book has been unusually successful with children; they read it with enjoyment, and often re-read it many times, though its exact appeal is difficult for an adult to analyze. It is spontaneous, enthusiastic, and unstudied—which may be part of the secret of its charm.

BUDDEN, JOHN

Jungle John (Longmans, $2.50) 9-15

This book is so satisfying to young readers that adults may not quibble over its literary style (which undoubtedly leaves much to be desired). Man-eating tigers, great boars, snakes, hyenas, and other animals stalk and slither through the jungle, to John's and the reader's delight. The many illustrations form a large part of this book's attraction. A sequel is *Further Adventures of Jungle John.*

BULLEN, F. T.

Cruise of the Cachelot (Appleton, $2.00) 12-16

A superior book that has been popular for many years. It tells of whale fishing and life on the deep sea in a style that makes many similar stories pale in comparison. This book makes excellent reading for the adolescent boy or girl who craves adventure and thrills in a story.

CARTER, RUSSELL

Three Points of Honor (Little, $2.00) 10-16

A book to stimulate the ambition and strengthen the moral fiber of every boy. It is a Boy Scout story, telling of a fifteen-year-old Scout who longed to enter Annapolis. His struggle to achieve his dream is the story Mr. Carter tells with simplicity and skill.

CATHER, WILLA

My Antonia (Houghton, $2.50) 13-

This book is generally considered one of the finest pieces of modern prose. It pictures pioneer life in Nebraska as seen through the eyes of a young boy, and it describes a Bohemian immigrant girl with a richness and mellowness of imagery, yet with a simplicity of style, that has seldom been equalled. Because of its quiet art, this book will not be appreciated by every young person, even those of college preparatory age, but it should be recommended to all.

CERVANTES

Don Quixote 10-

This famous Spanish classic has been retold for children in many excellent editions. The one translated by Parry and illustrated by Walter Crane, is particularly attractive.

CHAUCER, GEOFFREY

The Tales of the Canterbury Pilgrims 9-16
(Stokes, $3.50)

These famous old tales lose little of their charm in the retelling by F. J. Harvey Darton. Illustrated by Maria L. Kirk. Eleanor Farjeon has also published a *Tales from Chaucer*, in which she has skillfully shortened and "expurgated" the original 24 tales, and made of them fine reading for children. However, the so-called indecencies of Chaucer are not so horrifying that children need be shielded too completely from them. The excellent and accurate *Modern Reader's Chaucer* by Tatlock and MacKaye (Macmillan), which expurgates nothing, is not too robust for the mature-minded child.

CHESNEZ, BARONESS E. DES

Lady Green Satin and Her Maid Rosette 8-11
(Macmillan, $1.75)

A classic story of childhood which has been long out of print until the publication of this attractive edition. The story tells of little Jean Paul and his trained white mice.

From Baroness E. des Chesnez, "Lady Green Satin and Her Maid Rosette," illustrated by Winifred Bromfield. (The Macmillan Co.)

CHRISMAN, ARTHUR B.

Shen of the Sea (Dutton, $2.00) 10-16

A book of Chinese stories, written with delightful humor and with an oriental atmosphere that is amazing when one reads the author's confession that he has never been in the orient, and that the stories—far from being retellings of old folklore—are merely the products of his own vivid imagination.

The Wind That Wouldn't Blow (Dutton, $2.50) 10-16

More Chinese stories in the same humorous vein as *Shen of the Sea.*

CHURCHILL, WINSTON

The Crisis (Macmillan, $2.50) 14-

Richard Carvel (Macmillan, $2.50) 14-

The Crossing (Macmillan, $2.50) 14-

The interesting plots of these stories make them popular with older children. The first two deal with fictitious characters against a background of the Civil War and the Revolution, respectively.

CLEMENS, SAMUEL L. (See TWAIN, MARK, pseud.)

CONRAD, JOSEPH

Typhoon (Doubleday, $2.00) 14-

This story of a young officer on a ship in a storm in the China Sea is the best introduction for older children to this master of modern sea tales.

DANA, R. H.

Two Years before the Mast 13-

A vivid account of a sailor's life, and conditions in Spanish California in the year 1830. A true account of the experiences of a young man who shipped for two years on a sailing vessel.

DAUDET, ALPHONSE

The Pope's Mule 7-

This sparkling little tale of the Pope's sagacious mule has been read by children of many countries. There is hardly a child who will not enjoy it, if only for the slapstick ending. The copy published by Macmillan in the Little Library is good, and the price is small.

Tartarin of Tarascon 12-16
Tartarin of the Alps 12-16
La Petite Chose 12-16

Daudet's style is similar to Dickens'. He caricatures his people, poking fun at them in the most gleeful way. His Tartarin books are usually enjoyed by young people.

DEFOE, DANIEL

Robinson Crusoe 9-14

Editions of this classic appear in all forms, from the cheap series to the large illustrated volumes such as those decorated by N. C. Wyeth for the Cosmopolitan Book Corporation and by the brothers Rhead for Harper.

From Arthur B. Chrisman, "The Wind That Wouldn't Blow," illustrated by Else Hasselriis. (E. P. Dutton & Co.)

DE LA RAMÉE, LOUISE (pseud. OUIDA)
The Nürnberg Stove 9-12

A little boy loves his big stove so much that, when it is sold, he hides in it, and is carried away to the royal palace. A colorful and graphic story.

DICKENS, CHARLES
Complete Works 11-

Dickens requires no introduction to the reading public. His books are read at any age from nine to ninety. His most popular stories, as chosen by children, are given here in order of preference: *David Copperfield, Tale of Two Cities, Oliver Twist, Old Curiosity Shop.*

DODGE, MARY M.

Hans Brinker, or the Silver Skates 9-14

A remarkably successful story of life in Old Amsterdam. There is hardly a child who does not enjoy this book.

DRUMMOND, HENRY

The Monkey That Would Not Kill (Dodd, $1.50) 7-10

A quaint, amusing story about a monkey that refused to die. Young children generally enjoy this.

DUMAS, ALEXANDER

The Three Musketeers, Leloir Edition 14-
(Appleton, $3.00)

This edition is especially adapted to the juvenile reader. A well illustrated, attractive book, expurgated to avoid the few objectionable features in the original.

ELIOT, GEORGE

Silas Marner 14-

A story of a miser. This book is one of the finest examples of English literature.

The Mill on the Floss

Another classic that every child of high school age should read.

EYTON, JOHN

Kullu of the Carts (Bobbs-Merrill, $2.50) 12-

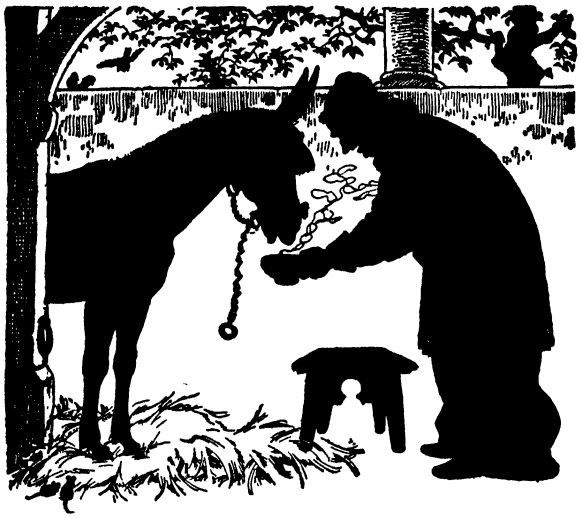
Kullu and the Elephants (Bobbs-Merrill, $2.50) 12-

Books of India that breathe the romance of jungle and plain. Kullu is a rare character—Kullu, the animal lover, Kullu of the carts, who could "tame an angry bullock with a word." Boys of 12 and over generally show considerable enthusiasm for both books, though librarians report that girls seldom take them out.

FARJEON, ELEANOR

Martin Pippin in the Apple Orchard 12-
(Stokes, $2.50)

A delightful romantic fantasy of the English countryside, gay in spirit and rich and whimsical in imagery. Girls in their teens enjoy this book.



From Alphonse Daudet, "The Pope's Mule," illustrated by Herouard. (The Macmillan Co.)

FIELD, RACHEL

Hitty: Her First Hundred Years 9-12
(Macmillan, $2.50)

A doll biography written with skill and humor. Because Hitty was hewn of well-seasoned mountain ash, she has endured for over a hundred years, and her memoirs take her readers from India to New York, and from savages and a snake-charmer to Mr. Dickens himself. This well illustrated book received the John Newbery Medal for 1929.

FINGER, CHARLES J.

Courageous Companions (Longmans, $3.00) 12-16

A vigorous, well-written story of the days of early explorers—of ships and mutinies, of battles and brave rescues. The format of the book is ideal, with its clear black type, wide margins, and bold-spirited illustrations by James Daugherty.

FITZGERALD, PITT L.
The Trail of the Ragged Fox (Macrae-Smith, $2.50) 12-16

A well-told tale of Indians and a Colonial boy. For youngsters who are at the Indian-story age this book will prove most satisfying, and they may glean from it something of forest-lore.

FRENCH, H. W.
The Lance of Kanana (Lothrop, $1.25) 11-15

The story of a lance which in the hands of a Bedouin boy saved Arabia from destruction. This book has a particularly fine spirit. An excellent gift book for a boy.

GATES, ELEANOR
The Poor Little Rich Girl (Appleton, $2.00) 11-14

A pleasant child's story with a humor that is enjoyed most by girls in the seventh and eighth grades.

HALE, L. P.
Peterkin Papers (Houghton, $2.50) 10-15

The absurdly logical rehearsal of manners, arts, education, and philosophy as practiced by the shortsighted Peterkin family; good-natured fun at the expense of serious minded village folk of the 1880's. The family is usually rescued from its nonsensical dilemmas and endless debates by the common sense of the Lady from Philadelphia. An excellent example of sound American humor.

HAVARD, ALINE
Fighting Westward (Scribner, $1.60) 11-13

The adventures of a family who traveled West by caravan eighty years ago.

HAWES, CHARLES B.
The Dark Frigate (Atlantic Monthly Press, $2.00) 12-16

A hearty manly novel, with the flavor of actuality about it, concerning a lad's life at sea and ashore in the days of the Stewarts. Unlike many stories for adolescents, this one contains healthy candid reference to the boy's early sentimental fancies, and how he loses them.

This book was awarded the Newbery Medal in 1924. After the untimely death of the author, an annual Charles Boardman Hawes prize for the best book of the year for boys was established in his memory.

The Mutineers (Atlantic Monthly Press, $2.00) 12-16

J. C. Minot says of this book, "There is the atmosphere of old-time ships and the spirit of the sailors of a century ago (in the tale). . . . Nowhere do the problems of the clever sketching of the old-time seafaring men who fill the pages, get in the way of the spirited action."

The Great Quest (Atlantic Monthly Press, $2.00) 10-15

Mutiny and mystery and settings ranging from New England to the Gulf of Guinea make this sound and wholesome book exciting and forceful.

HOUGH, EMERSON

The Covered Wagon (Appleton, $2.00) 14-

North of 36 (Appleton, $2.00) 14-

Accounts of the early pioneer days, suitable for the older child. Interesting to those with a taste for adventure.

HUDSON, W. H.

Little Boy Lost (Knopf, $1.25) 9-12

An unusual book, notable for its literary quality. It is an imaginative fairy tale based on Hudson's own childhood in South America, where he studied and learned to love the natural objects that surrounded him.

Green Mansions (Knopf, $2.50) 14-

One of the world's greatest and most beautiful love fantasies. The story tells of a young naturalist's love for a girl—or she may have been a wood sprite for no one can say where Hudson leaves off realism and enters into illusion. It is a lovely and powerful romance, with a nature setting that is unsurpassed.

HUGHES, THOMAS

Tom Brown's School Days 11-14

Tom Brown at Oxford 14-16

Two classics for boys, telling of English school life.

HUGO, VICTOR

Toilers of the Sea 14-

Les Miserables 14-

Perhaps no two novels of this kind have been read more widely or enjoyed more thoroughly than these. The first was chosen by a large number of children as a favorite book.

IRVING, WASHINGTON

The Bold Dragoon 12-

Edited by Anne Carroll Moore (Knopf, $3.50)

An hilarious book of Irving's inimitable stories. Readers, youthful and mature, owe thanks to Miss Moore for her careful selecting, simplifying, and editing of these robust tales. Included are "The Bold Dragoon," "The Devil and Tom Walker," "Wolfert Webber," "Guests from Gibbet Island," and "Dolph Heyliger."

JANVIER, THOMAS

The Aztec Treasure House (Harper, $2.50) 13-

For boys who like stories of lost cities and ancient treasure, this book is written in plausible style. A new edition is illustrated by Ben Kutcher.

JEWETT, SARAH ORNE

Betty Leicester (Houghton, $2.50) 12-

This favorite girls' book of forty years ago has been reissued in modern garb. It is a story of a 15-year-old girl and the summer she spent in Tideshead with her aunts. It is by no means an adventure thriller; it is an easy, pleasant narrative written in a day when beauty of literary style meant more than plot, but it has held its popularity for forty years and bids well to hold it for twice forty more.

JOHNSON, OWEN

The Varmint (Little, $2.00) 11-15

The humorous account of a lively boy's ups and downs at Lawrenceville School. *The Tennessee Shad* is a collection of stories about the same group of boys.

KELLY, ERIC P.

The Trumpeter of Krakow (Macmillan, $2.50) 10-

A vigorous, spirited narrative that well deserved the Newbery medal which it was awarded for 1928. It is a story of Poland in the fifteenth century, and of political intrigue that caught a young boy in its toils. There is a mad alchemist, a magic crystal of superlative beauty, a king who is wise and kindly; there is suspense and daring. There is, in fact, everything that a book for youth should have. It is a distinguished and notable contribution to children's literature.

The Blacksmith of Vilna (Macmillan, $2.50) 10-

Another story of Poland; this time in the days of the revolutions against the Russian Tsar. Here again are plots and intrigue, with a brave, resourceful boy as chief character. Mr. Kelly's writing is superb; his stories breathe a romance and reality that cannot fail to impress either the youthful or mature reader.

KIPLING, RUDYARD

Kim (Doubleday, $2.50) 13-

The story of a street waif in India who accompanies a holy man on his quest for the sacred river. A remarkable book that breathes the spirit of mysterious India in every page. Considered by many to be Kipling's best work.

Captains Courageous (Doubleday, $2.50) 14-

A rich young man falls overboard from an Atlantic liner and is picked up by fishermen bound for the coast of Newfoundland. A vivid picture of the hardy lives of the sea followers.

KNIPE, E. B. and A. A.

Lucky Sixpence (Century, $1.75) 9-13

Beatrice of Denewood (Century, $1.75) 9-13

Two stories of Revolutionary days that have proved very popular with children. There is little real history in the books; the appeal lies more in the prominence and adventures of the heroine. Stories such as these, however, often serve to interest the child in real history.

MALOT, HECTOR

Nobody's Boy (Cupples & Leon, $1.50) 11-16

Nobody's Girl (Cupples & Leon, $1.50) 11-16

These two stories are French classics, beloved by both boys and girls in France, and acclaimed by L'Academie Française as perfect revelations of typical French life.

From Henry Drummond, "The Monkey That Would Not Kill," illustrated by Lois Lenski. (Dodd, Mead & Co.)

Both are stories of homeless children whose noble characters and perseverance in the face of distressing difficulties bring in the end success and family love. To the adult these books may seem unduly sentimental; but their vivid pictures of French scenes and their dramatic situations make them outstanding among stories of child-

hood. Malot has also written *The Little Sister,* another well-loved story which tells of romance and intrigue in high French circles.

MASEFIELD, JOHN

Jim Davis (Stokes, $2.50) 9-14

Rapid hearty story of the friendship between a spirited boy and a fascinating smuggler, in the days of the early nineteenth century. Full of brilliant color and thrilling action.

MCNEELY, MARIAN HURD

The Jumping-Off Place (Longmans, $2.00) 11-16

A story of prairie life, and of four sturdy, self-reliant young folks who make their own happiness in the face of hardships, loneliness, and isolation. There is a feeling for the soil, the wind, and the wide spaces in this book that is both fresh and rare.

MEIGS, CORNELIA

The Trade Wind (Little, $2.00) 11-

A story of the Revolution told with the charm and simplicity that characterize much of Miss Meigs' work. This book received, and well deserved, the Beacon Hill Bookshelf $2,000 prize. A fine gift book for children who like tales of the sea and daring deeds.

The Crooked Apple Tree (Little, $2.00) 11-

The story of two orphaned children whose joys and griefs are mellowed by the sunshine on the Mississippi and shaded by a gnarled old apple tree. A blithe, brave story that girls will like.

Master Simon's Garden (Macmillan, $1.75) 11-15

A romance of Puritan days that junior high school girls enjoy. It is a charming story written with skill and delicate feeling. Master Simon's garden held Indian corn, sweet-smelling herbs, and flowers. His Puritan neighbors frowned on his "foolish, useless blossoms," reminding him that time spent on the bright and gaudy was not in accord with God's law. But the garden grew in beauty and inspired three generations with which the book deals.

From Rachel Field, "Hitty: Her First Hundred Years," illustrated by Dorothy P. Lathrop. (The Macmillan Co.)

MELVILLE, HERMAN.

Moby-Dick 13-
Typee (sequel—*Omoo*) 13-
Redburn: His First Voyage 13-
White Jacket 13-
Mardi 13-

The sea stories of Melville have become justly famous. They may easily lay claim to a place among America's best literature. *Moby-Dick*, a long story of the most thrilling adventure, is perhaps the best known, but for interest *Redburn*, the author's own experiences as a ship's boy, runs it a close second. *Typee* is a story of the South Sea, told with a romantic touch, and is followed by a sequel, *Omoo*. *White Jacket* is a story of adventure as found on a man-of-war, and *Mardi* is another story of sails and sailors, with a touch of mystery and Stevensonian suspense. All are excellent from every standpoint.

MILLER, ELIZABETH

Pran of Albania (Doubleday, $2.00) 12-16

Mrs. Miller gives a picture of Albanian life and customs that is unusually fresh and colorful. Pran, who is fourteen when the story opens, is swept from the peace of her highland home into the midst of war and disaster. She emerges mature and self-reliant, and in the end marries the boy she had loved all along. The description of highland marriage customs with which the story ends, is as piquant as any girl reader could desire.

MILNE, A. A.

A Gallery of Children (McKay, $3.50) 4-8

A few of Milne's stories that are not as well known as those in the renowned Christopher volumes. Here are collected "The Princess and the Apple Tree," "Sparrow Tree Square," the adorable "Miss Waterlow," and nine other stories of children. The McKay edition is an elaborate gift book, perishable but lovely. It is illustrated by Willebeek LeMair.

MONTGOMERY, L. M.

Anne of Green Gables (Page, $2.00) 12-14
Anne of Avonlea (Page, $2.00) 12-14

Two books that have a wide circulation among girl readers. They contain much wholesome fun, and pleasant, natural situations.

MONVEL, M. BOUTET DE

Susanna's Auction (Macmillan, $1.00) 4-8

A willful small girl refuses to ask pardon of her long-suffering parents, and remains indifferent even while her most expensive toys are auctioned away. She gives in, however, when her sick child, Josephine, a very ragged doll, is offered for sale. The illustrations, which are studies of Susanna in various attitudes by M. Boutet de Monvel, are funny beyond expression.

MORLEY, MARGARET W.

Donkey John of the Toy Valley (McClurg, $1.50) 9-12

A good picture of the life of the toy carvers in the valley of the Tyrol, and of the goatherds in the surrounding mountains.

NICHOLS, WALTER H.

Trust a Boy (Macmillan, $2.00) 11-16

"A story of four boys, showing how they were man hunters by accident in the Great Salt Lake." A wholesome book, full of exciting adventure.

NORDHOFF, CHARLES

The Pearl Lagoon (Little, $2.00) 11-16

An adventure story for boys, of pearl diving among the South Sea Islands. The author knows his locale thoroughly, and the copra and pearl shells, skippers and traders, lagoons and caves become wholly real and visible to the reader.

OTIS, JAMES

Toby Tyler, or Ten Weeks with a Circus 6-12
(Harper, 75 cents)

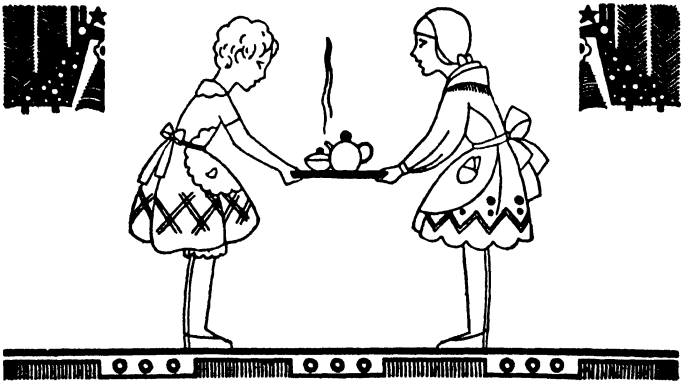
No list of children's books would be complete without mention of happy-go-lucky Toby and his gaudy circus caravan which has rolled into the hearts of children since 1880. Of course, every child will want to read this story that their fathers loved when they, too, were boys.

OUIDA, pseud. (See DE LA RAMÉE, LOUISE)

PALM, AMY

Wanda and Greta at Broby Farm 7-11
(Longmans, $2.00)

Young readers are fortunate in being able to secure so excellent an edition of this charming Swedish story. Siri Andrews made the translation and Frank McIntosh the unusual illustrations. The simplicity and spontaneity of this story are delightful. It tells only of two small girls and their everyday activities at their farm home, but the telling is so unpretentious, so close to the interests of all children, that it should stand beside *Heidi* on every young girl's shelf.



From Amy Palm, "Wanda and Greta at Broby Farm," illustrated by Frank McIntosh. (Longmans, Green & Co.)

PYLE, HOWARD

Jack Ballister's Fortunes (Century, $2.00) 11-

Reading from the foreword, this is the "narrative of the adventures of a young gentleman of good family, who was kidnapped in the year 1719 and carried to Virginia where he fell in with that famous pirate, Captain Edward Teach, or Blackbeard: of his escape from the pirates and the rescue of a young lady from out their hands." That this book is formed of the adventurous stuff that youth adores, is mutely testified by the tattered library cards accompanying the story in any Children's Room.

QUILLER-COUCH, SIR ARTHUR

The Splendid Spur (Doubleday, $2.50) 12-

A rollicking tale of taverns, flights, and prisons in the days of Charles I. This story is an old favorite, and the Doubleday, Doran edition makes it available in a particularly attractive form. The illustrations by James Daugherty are lusty and vigorous as becomes a tale of those adventurous times.

RICE, ALICE H.

Mrs. Wiggs of the Cabbage Patch (Century, $1.25) 11-14

The story of Mrs. Wiggs and her entertaining family has been popular among children for years.

SAND, GEORGE

Little Fadette

This book is one of a pastoral trilogy over which George Sand labored for many years. The other two books in the group, *François le Champi* and *La Mare au Diable*, have not yet met extensive favor in translation. This is the story of the twin children of Mother Barbeau and of their experiences with the elf-like Fadette. George Sand writes with inimitable beauty of style and intense feeling for rural scenes. The best translation for children is probably that of Hamish Miles, published by the Scholartis Press, 30 Museum Street, London, England.

Tales of a Grandmother (Lippincott, $2.50) 9-14

Five stories that this distinguished French author wrote for her own grandchildren. The stories are wholly charming, though they are long, and may tire the 9-year-old, but as the author said to the two little girls who were her first audience, "If you fall asleep listening, we'll finish another day." There is the same enthusiasm here for the sea, the pastures, and the marshes that George Sand shows in all her work.

SCHRAM, CONSTANCE WIEL

Olaf, Lofoten Fisherman (Longmans, $2.00) 7-11

The 8-year-old boy or girl will be delighted with this story of little Norsk Olaf and his sister Sari. It is a sturdy, lively narrative that has something of the flavor of *Hans Brinker* about it. Written originally in Norwegian,

it has received an excellent translation by Siri Andrews, and has been charmingly illustrated by Marjorie Flack.

SETON, ERNEST THOMPSON

Two Little Savages (Doubleday, $2.00) 9-14

Two boys play Indian and camp in the woods, learning much of forest-craft and the ways of the wild. With more than two hundred illustrations by the author.

Rolf in the Woods (Doubleday, $2.00) 11-15

Rolf is a young lad living with the Indians and fighting in the War of 1812. The book is packed with adventure and wood lore.

SIENKIEWICZ, HENRYK

In Desert and Wilderness (Little, $2.50) 14-

A good book for the older child. It is often included in lists of the world's best literature, and reading of books of this sort should always be encouraged for older children.

SILVESTRE, CHARLES

Aimée Villard (Macmillan, $1.75) 13-

A novel for older girls, written originally in French, and well translated in the Macmillan edition. Aimée Villard, the lovely young heroine of the story, is exquisitely pictured, and George Sand herself might have written the scenes of peasant farms set amid the peace and quiet of the French countryside. An exceptional book, tender and sweet in tone; it may well be read by any girl.

SMITH, MARY P. WELLS

The Boy Captive of Old Deerfield (Little, $2.00) 10-

The experiences of young Stephen Williams who was taken captive by Indians in 1704 and who lived among them for over a year. This book was first published nearly thirty years ago, and its constant popularity since then has occasioned a most attractive new edition illustrated by Frank Schoonover. Mrs. Smith, in her eighty-eighth year, when the new edition was published, said that the incidents of the story were absolutely true, though she "did not hear the conversations."

From George Sand, "Tales of a Grandmother," illustrated by Harold W. Hess. (J. B. Lippincott Co.)

SNEDEKER, CAROLINE DALE

Downright Dencey (Doubleday, $2.00) 11-16

An unusually lively tale of a winsome maid of old Nantucket. The character of Dencey Coffyn is one that appeals strongly to girls. Dencey is sturdy and adventurous; she befriends an outcast boy, purloining food and clothing for him; and by the end of the tale the two young people are grown up and betrothed, thus satisfying the ever-present desire of the girl reader for a culminating romance to her story. Mrs. Snedeker has written a sequel, *The Beckoning Road,* which shows Dencey traveling West in a covered wagon to take up life in Indiana.

SPYRI, JOHANNA

Heidi (Crowell, $1.50) 8-12

Little Miss Grasshopper (Crowell, 75 cents) 8-12

Moni, the Goat Boy (Crowell, 75 cents) 8-12

Toni, the Little Wood Carver (Crowell, 75 cents) 8-12

Tiss, a Little Alpine Waif (Crowell, 75 cents) 8-12

Stories of the Swiss Alps, describing the country and child life there in a vivid way. These are excellent books for children's reading. *Heidi* especially has been a favorite for many years.

STEIN, EVALEEN

Troubadour Tales (Page, $1.65) 10-15

Four stories of minstrels and their songs in medieval days. This book was first printed in 1903, and its popularity has been so well sustained that a new edition has recently been issued.

*STEVENSON, ROBERT LOUIS

**Treasure Island* 11-15

Kidnapped 11-15

Black Arrow 11-15

Travels with a Donkey 11-15

Of all the stories read and enjoyed by boys, *Treasure Island* takes first place. It appeals because of its mysterious, exciting plot, a search for treasure, adventure dear to the heart of every real boy. Best of all, the book has real literary merit. The other stories of Stevenson

are fine, but their appeal is not as universal as that of *Treasure Island.* An excellent and inexpensive edition is that in the Star series with colored illustrations by Edmund Dulac.

From Constance Wiel Schram, "Olaf, Lofoten Fisherman," illustrated by Marjorie Flack. (Longmans, Green & Co.)

STOCKTON, FRANK R.

Casting Away of Mrs. Lecks and Mrs. Aleshine (Century, $2.00) 13-16

The diverting narrative of Mrs. Lecks and Mrs. Aleshine continues as a general favorite, in spite of predictions that better stories would kill it. All of Stockton's work possesses a certain blithe, carefree spirit.

TARKINGTON, BOOTH

Seventeen (Harper, $2.00) 14-

Penrod (Doubleday, $2.00) 14-

Penrod and Sam (Doubleday, $2.00) 14-

Monsieur Beaucaire (Doubleday, $1.75) 14-

For some reason, girls prefer *Seventeen* and boys prefer *Penrod.* The circulation of Tarkington's stories is increasing among older children every year. His stories are listed in order of their preference among child readers. Grosset & Dunlap publish inexpensive editions.

THACKERAY, WILLIAM M.

Vanity Fair	14-
Henry Esmond	14-

These classics are widely read. They are rather long, but that does not seem to deter the youthful readers who enjoy the absorbing plots. *Henry Esmond,* a graphic presentation of English life in the days of Queen Anne, is considered by many authorities the best historical novel of English literature.

TWAIN, MARK, pseud.

Adventures of Tom Sawyer	12-
Huckleberry Finn	12-
Connecticut Yankee in King Arthur's Court	12-
The Prince and the Pauper	12-
Innocents Abroad	12-
Life on the Mississippi	12-
Roughing It	12-

These stories are listed in order of preference among children. *Tom Sawyer* is the most popular, but it would probably not be so much preferred to *Roughing It* were it not for the length of the latter. The enjoyment of Twain's stories begins in childhood, but it continues as long as the love for reading lasts. *The Prince and the Pauper,* which has been previously listed, is one of the finest books in children's literature.

VAN DYKE, HENRY

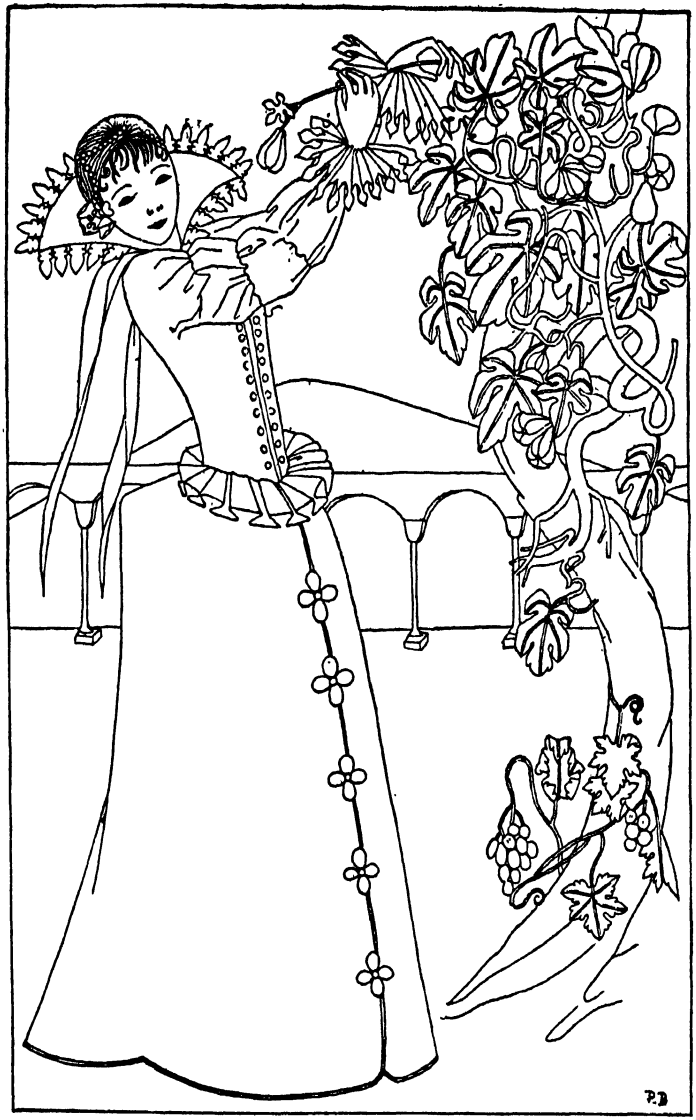
The Story of the Other Wise Man (Harper, 75 cents)	14-
The Ruling Passion (Scribner, $2.50)	14-
The First Christmas Tree (Scribner, $2.00)	14-

Van Dyke's style is admirable. He has rare charm and a sympathy with nature and human nature that shows itself in all his work.

VERNE, JULES

Twenty Thousand Leagues under the Sea	11-16
Mysterious Island	11-16
Around the World in Eighty Days	11-16

Three adventure stories that may be given to the boy who is predisposed to sensational literature. These stories



From Oscar Wilde, "The Birthday of the Infanta," illustrated by Pamela Bianco. (The Macmillan Co.)

will give him the thrills without too many of the objectionable influences.

WALPOLE, HUGH

Jeremy (Doubleday, $2.50) 12-16

The Golden Scarecrow (Doubleday, $2.50) 12-16

Although Walpole appeals to adults more than to children, his stories of child life are too charming not to be enjoyed by many young readers. *The Golden Scarecrow*, however, will only be enjoyed by the more imaginative child.

WESTCOTT, E. N.

David Harum (Appleton, $2.00) 13-

A matter-of-fact, unornamented tale of a picturesque character. A book that meets favor among the older children, although it is more suitable for adults.

WHITE, STEWART E.

The Blazed Trail (Doubleday, $2.00) 13-

A realistic story of life in the lumber camps.

WIGGIN, KATE D.

The Birds' Christmas Carol (Houghton, 44 cents) 9-12

Rebecca of Sunnybrook Farm (Houghton, 80 cents) 11-14

The first is a story for younger children telling of the short life of a gentle little invalid. The second is one of the best of the modern stories written for girls. It centers about the active, wholesome experiences of an energetic child living in an old-fashioned village. It is a worthy representative of the *Little Women* type of story.

WILDE, OSCAR

The Birthday of the Infanta 8-12

A pathetic, sweetly told story of a beautiful young princess and an ugly dwarf. It is often included in collections of children's stories, but the Macmillan Company publishes it as a separate book, effectively illustrated by Pamela Bianco.

WILLIS, ELIZABETH
The Bronze Turkey (Crowell, $2.00) 11-16

A story so refreshing in style that its familiar poor-little-rich-girl plot receives a new dignity. Any girl will like this book; it would be impossible not to.

WYSS, M. S.
Swiss Family Robinson 9-14

Perhaps the best modern edition of this old favorite, dealing with the exciting adventures of a shipwrecked family, is that illustrated by Louis Rhead and Frank Schoonover for Harper. Mr. Rhead's drawings were all sketched in the tropics.

ZWILGMEYER, DIKKEN
What Happened to Inger Johanne (Lothrop, $1.75) 8-10
Four Cousins (Lothrop, $1.75) 8-11
Johnny Blossom (Pilgrim Press, $1.50) 8-10

Stories of Norway, told with great charm. It is a fact that children learn more of other countries from stories like these, than they do from the best travel books. In addition, it gives them an interest in geography, and even history.

2. ANIMAL FICTION

The value of the following books lies not so much in their informational content (for most of them are straight fiction), as in their entertaining story content, which should awaken in the child a sympathy and love for animals, and a desire to go further with nature study and natural science. They should encourage the child, too, in the observation of animal life, should teach him to recognize different animals of the field and woods, and should provide an interesting introduction to more technical books.

AKELEY, DELIA J.
J. T., Jr., the Biography of an African Monkey (Macmillan, $2.25) 12-

The true biography of a small monkey that accompanied Delia Akeley and the renowned Carl Akeley on a big-

game hunting trip through Africa. The book not only tells of the mischievous J. T., but it also gives a superbly clear picture of African customs and people. Sixty of the famous Akeley photographs are used as illustrations.

ANNIXTER, PAUL

Wilderness Ways (Penn, $3.00) 10-

A remarkably interesting volume of animal stories. There are thirteen tales in all, of devil-fish and killer-wolves, of bears, seagulls, lynx, and other creatures of the land and sea. They are not true stories; they are might-have-been-true stories. The pictures are by the master illustrator, Charles Livingston Bull, who says in the Foreword, "What corking tales Mr. Annixter tells!"

ATKINSON, ELEANOR S.

Greyfriars Bobby (Burt, 75 cents) 11-15

The story of a faithful little Skye terrier. An especially popular story for boys of twelve or thirteen years.

BAKER, OLAF

Shasta of the Wolves (Dodd, $2.50) 10-13

How an Indian boy left to die in the forest is found and protected by a mother wolf and grows to manhood knowing only the life of the wild, the ways of its folks, and the language of the different animals that he meets. A book that rather taxes the credence of the literal-minded child, but that is interesting and vivid enough to hold the attention of all.

Dusty Star (Dodd, $2.50) 10-13

An Indian boy and his wolf cub grow up together and the boy learns much of the ways of the wild folk.

DE LA MARE, WALTER

The Three Mulla Mulgars (Knopf, $2.50) 9-15

De la Mare's genius here reaches its best. Compounded of moonshine, word-witchery, and poetic imagination, this story of three high-born young monkeys, Thumb, Thimble, and Nod, and their journey to the dream-valley of Tishnar, cannot be too highly recommended.

DE LA RAMÉE, LOUISE (OUIDA, pseud.)

A Dog of Flanders 8-11

Moufflou 8-11

This author, writing under the name of "Ouida," wrote several sensational stories for adults that brought her work into more or less disrepute. Her children's stories are of high literary quality, however, and are deservedly popular. They appeal greatly to the child of eight or nine.

From Dhan Gopal Mukerji, "Gay-Neck," illustrated by Boris Artzybasheff. (E. P. Dutton & Co.)

FIELD, RACHEL

Little Dog Toby (Macmillan, $1.00) 7-11

A little dog tells of his merry adventures with a Punch and Judy show. He even goes to Buckingham Palace to call on the Queen. Third grade children invariably like this story.

GASK, LILIAN

All about Animals (Crowell, $3.00) 9-14

The Hundred Best Animals (Crowell, $3.00) 9-14

Stories of dogs, cats, goats, squirrels, and other well-known animals, told in a popular, entertaining way.

GHOSH, SARATH

The Wonders of the Jungle 8-11
(Heath, 96 cents each vol.)

Two volumes, Book I and Book II. The stories deal with jungle animals, their lives and habits. The style is especially suited to children in the third or fourth grades.

GOLSCHMANN, LEON

Baby Mishook (Dodge, $1.00) 8-12

A little book for little children about a little bear. The story is translated from the Russian, and it should prove as entertaining to our own children as it has to the small foreign readers.

HAWKES, CLARENCE

King of the Flying Sledge (Macrae-Smith, $1.75) 9-16
Trails to Woods and Waters (Macrae-Smith, $1.75) 9-16

Mr. Hawkes is a close observer of animal life, and he possesses a knowledge of animals that has enabled him to write realistic and highly entertaining animal biographies and tales. Besides the two above mentioned, the first a biography of a reindeer, and the second a collection of animal tales, Mr. Hawkes has also written:

Black Bruin—the biography of a bear.
King of the Thundering Herd—the story of a bison.
Piebald, King of Bronchoes—the story of a wild horse.
Shovelhorns—the story of a moose.
A Wilderness Dog—the story of a gray wolf.
Tenants of the Trees—stories of the birds and the tree folk (all of the above, Macrae-Smith, $1.75).
Redcoat, the Phantom Fox (Bradley, $1.50)—a lively convincing story of a red fox.

HOYT, VANCE J.

Silver Boy (Lothrop, $2.00) 11-

Silver Boy was an old gray fox whom the author made his pet and companion for many years. His story is told sympathetically and dramatically, yet with a sincere attempt to hold to the facts of animal behavior. The result is an entertaining and convincing story that will delight children and nature lovers.

HUDSON, W. H.

The Disappointed Squirrel (Doubleday, $2.50) 10-

Stories and anecdotes culled from Hudson's long work, *The Book of a Naturalist.* In the eleven stories that make up this little volume, Hudson is at his best—easy, effortless, wholly charming. It is a fortunate child who may possess and appreciate Hudson's work.

JAMES, WILL

Smoky, the Cowhorse (Scribner, $2.50) 10-15

This story which is immensely popular with young people, tells of the life of a high-spirited western cow-pony and his master, Clint. The book is illustrated by the author's drawings, and won the Newbery Medal in 1927.

JOHNSON, MRS. MARTIN

Jungle Babies (Putnam, $2.50) 9-16

Stories of young wild creatures that the famous big-game hunters and photographers, Mr. and Mrs. Martin Johnson, have seen in the African jungles and plains. There is a story of a baby giraffe, a baboon, an elephant, a rhinoceros, and other baby animals, all written with the aim of entertaining rather than informing.

JORDAN, DAVID STARR

The Story of Matka (World Book, 80 cents) 9-14

True Tales of Birds and Beasts (Heath, 84 cents) 9-13

The first is Kipling's *Romance of the White Seal* retold for children; and the second is a collection of stories from many famous authors.

*KIPLING, RUDYARD

**Jungle Books* 9-15

(Doubleday, $2.50 each; or complete in one volume, $3.50)

All of Kipling's animal stories are fascinating to children, but the *Jungle Books,* of which there are two, the First and Second Books, are the best of his work for children's reading. There is hardly a child who does not enjoy these books.

LONDON, JACK

The Call of the Wild 10-15

This famous dog story stands near the head of many lists of children's preferences in reading. It is a good story, appealing to the love of adventure in both girls and boys.

From Ernest Thompson Seton, "Animal Heroes," illustrated by the author. (Copyright Charles Scribner's Sons)

LONG, WILLIAM J.

Wood Folk Series (Ginn, 68 to 72 cents each vol.) 10-15

There are seven volumes in this series, named as follows: *A Little Brother to the Bear, Northern Trails* (two volumes), *Secrets of the Woods, Ways of Wood Folk, Wilderness Ways,* and *Wood Folk at School.* Mr. Long is one of the best of the modern writers of animal stories. Although his books are written in an entertaining narrative style, they differ from the usual animal fiction, of the *Black Beauty* type, in that the fiction element is subordinated to the realistic descriptions and explanations. The books are small and inexpensive.

MUIR, JOHN

Stickeen (Houghton, $1.25) 10-15

A dog story, of singular appeal. Mr. Muir's book on *Our National Parks* is well known to teachers.

MUKERJI, DHAN GOPAL

Kari the Elephant (Dutton, $2.00) 9-14

An excellent type of animal story—the life story of a real elephant, told in an unusually realistic and interesting style.

Gay-Neck (Dutton, $2.25) 12-

The story of a pigeon. The scene is laid in India where Gay-Neck's owner, recognizing his superior value at birth, trains him as a carrier-pigeon. Then this "diadem of carriers" serves on the battle-fields of the World War and receives glory and acclaim. The book gives a vivid picture of life in India, and it is, in all, a superior narrative.

OLLIVANT, ALFRED

Bob, Son of Battle (Doubleday, $2.00) 9-14

A dog story that is often termed the finest ever written. It is straight fiction, and must be read as such.

OUIDA, pseud. (See DE LA RAMÉE, LOUISE)

QUIROGA, HORACIO

South American Jungle Tales (Duffield, $1.75) 11-

Stories of South American jungle animals—the flamingoes, ant eaters, armadillos, panthers, and other animals that are found in the forests and around the rivers of South America. An interesting book, well translated from the Spanish by Arthur Livingstone.

ROBERTS, CHAS. G. D.

Watchers of the Trails (Page, $3.00) 10-15

Kindred of the Wild (Page, $3.00) 10-15

Haunters of the Silences (Page, $3.00) 10-15

The House in the Water (Page, $3.00) 10-15

Kings in Exile (Macmillan, $1.50) 10-15

Hoof and Claw (Macmillan, $1.50) 10-15

Mr. Roberts, one of the best known of the writers of nature fiction, has written more than the books named above; these titles, however, suggest the quality of all his writing. There is in his work a command of situation and descriptive detail that has caused some reviewers to place his stories at the very head of nature fiction.

SALTEN, FELIX

Bambi: The Life Story of a Deer 9-15
(Simon & Schuster, $2.50)

A simple and beautiful story of a life in the woods.

SETON, ERNEST THOMPSON

Wild Animals I Have Known (Scribner, $2.50) 9-16
Biography of a Silver Fox (Century, $2.00) 9-16
Biography of a Grizzly (Century, $2.00) 9-16
Wild Animals at Home (Doubleday, $2.00) 9-16
Lives of the Hunted (Scribner, $2.50) 10-16
Animal Heroes (Scribner, $2.50) 10-16

The vivid and dramatic stories of Mr. Seton have achieved well merited popularity. They may be highly recommended for children's reading as they are interesting enough to hold the attention of the child, and they are instructive enough to make them worth using.

SEWELL, ANNA

Black Beauty 8-15

This is one of the old classics for children. It is called the *Uncle Tom's Cabin* of animal stories, preaching care and consideration for horses. There is a standing argument among literary critics as to whether or not this book is "good literature," but children continue to read it and enjoy it, quite regardless of the argument.

SHARP, DALLAS L.

Beyond the Pasture Bars (Century, 85 cents) 9-14
A Watcher in the Woods (Century, $1.35) 9-14

Mr. Sharp has written many charming descriptive studies of nature. His writing contains more realistic description than fiction, and he tells of farmyard animals

From Charles E. Slaughter, "Hahtibee the Elephant," illustrated by Ferdinand H. Horvath. (Alfred A. Knopf)

and out-of-door life in a way that will encourage in the child the habit of observation. The books are attractively illustrated by Bruce Horsfall.

SLAUGHTER, CHARLES E.
Hahtibee the Elephant (Knopf, $2.00) 10-16

The story of an elephant who grows to his full stature in captivity. Growing homesick for his jungle haunts, he escapes, only to return finally to the "man-smells, tea-smells, stable-smells, good-smells." This is an intimate, informal story with the elephants talking human-fashion when necessary. The illustrations by Ferdinand Horvath are particularly effective.

TERHUNE, ALBERT PAYSON
Lad: A Dog (Dutton, $2.00) 10-15

Mr. Terhune's dog stories are all very popular with boys about the age of thirteen.

3. HISTORICAL NARRATIVES

AUSTIN, MRS. J. G.
Standish of Standish (Houghton, $1.25) 14-

An account of the early Pilgrims, with Miles Standish as the chief character.

BACHELLER, IRVING
In the Days of Poor Richard 12-16
(Bobbs-Merrill, $1.50)

A vivid tale of Revolutionary days, showing the intimate and personal side of some of the great men of that day.

BENNETT, JOHN
Barnaby Lee (Century, $2.00) 9-14

A boy's adventures at the time of the founding of New York and the settlement of Maryland in 1664.

Master Skylark (Century, $2.00) 9-14

The story of a little boy who sang his way into the hearts of old London. An excellent picture of Elizabethan days.

BLACKMORE, R. D.
Lorna Doone 12-

A well-known romance, first published in 1869. The story tells of Exmoor, in Stuart times, and both scenes and events are described with considerable poetic feeling. This book, however, has been more popular in the past than it is at present. It is still retained on high school reading lists, but its reception by students seems to show a waning enthusiasm. This is probably due to over-long descriptive passages, and a rather Victorian element in its romance.

BOYD, JAMES

Drums (Scribner, $2.50) 12-

This is one of the most popular of the recent historical novels. It is a slashing, pungent tale of the American Revolution and of the adventures of a lively young man who enrolled with John Paul Jones. It may be purchased in a fine edition illustrated in color and black and white by N. C. Wyeth. Another book, *Marching On*, tells of the adventures of a son of the family in the Civil War.

BULWER-LYTTON. (See LYTTON)

CLEMENS, SAMUEL L. (See TWAIN, MARK, pseud.)

COMSTOCK, HARRIET T.

A Boy of a Thousand Years Ago (Lothrop, $1.50) 11-16

The youth of Alfred the Great recounted in a fresh and sympathetic fashion.

COOPER, JAMES FENIMORE

The Deerslayer 12-16
The Last of the Mohicans 12-16
The Pathfinder 12-16
The Pioneers 12-16
The Prairie 12-16

Five stories that tell of the American Indian and his struggle with white men. The first three are the most popular.

The Spy 12-16

A story of the Revolutionary war.

The Pilot 12-16

A nautical tale of adventure and romance in the days of Paul Jones (1747-1792).

*DICKENS, CHARLES

**A Tale of Two Cities* 12-17

The French Revolution described in a most dramatic way. This book is a favorite with boys.

Barnaby Rudge 13-17

An account of the "No Popery" riots in England in 1780.

DIX, BEULAH M.

Blithe McBride (Macmillan, $2.00) 9-14

Blithe McBride comes from England to America as a "bound" girl, in the seventeenth century.

From Arthur Conan Doyle, "The White Company," illustrated by James Daugherty. (Harper & Bros.)

Merrylips (Macmillan, $1.75) 9-12

The adventures of a little girl in Wilts and Sussex about the year 1643.

A Little Captive Lad (Macmillan, $1.75) 9-11

The adventures of a Cavalier's son in England, 1650.

Soldier Rigdale (Macmillan, $1.75) 10-14

The first year of the Pilgrim Colony in America (1620). This story is very accurate historically.

DOYLE, ARTHUR CONAN

Micah Clarke 12-15

England at the time of Monmouth's rebellion. This is an exciting adventure story that gives an excellent picture of the times with which it deals. The cheaper abridged school edition published by Longmans is very good.

The White Company 12-16

A story of the fourteenth century in England. *The White Company* is a sequel to *Sir Nigel.*

DUMAS, ALEXANDRE

The Black Tulip 13-17

A romance of Holland in 1672. The historically famous Haarlem tulip craze is the theme of the story.

The Three Musketeers 11-16

This is a favorite book with boys. It deals with the trouble between Richelieu and Anne of Austria, in France, 1625. Dumas has made the story adventurous enough to appeal to the most exacting boy reader. *Twenty Years After* is a sequel to *The Three Musketeers* and *The Vicomte de Bragelonne* is a sequel to *Twenty Years After.* Dumas was a most prolific writer, and his books all possess a certain melodramatic quality that appeals to the adventure-loving boy or girl. Not all of his books are desirable for children's reading; those mentioned here are perhaps the best.

ERCKMANN, EMILE, and CHATRIAN, ALEXANDRE

The Conscript of 1813 11-15

The conscript is a poor peasant in France at the time of Napoleon. *Waterloo* by the same authors, is a sequel to it as regards history, though not as regards characters.

GRAS, FELIX

The Reds of the Midi (Appleton, $2.00) 13-

This is a book for older children. It tells of the French Revolution from the peasant's point of view. The graphic style and descriptions make it a very fine story.

GRINNELL, G. B.

Story of the Indian (Appleton, $2.00) 12-15

A descriptive book on the modern life of the Indian, giving a more truthful and accurate impression than the more romantic tales of past Indian glory.

HAGGARD, H. RIDER

Lysbeth (Longmans, $2.50) 11-15

A story of the Dutch Republic. It tells of the revolt against Philip II, when the Lutherans were just beginning to win over northern Netherlands. The abridged edition of this book is desirable for supplementary school reading.

JACKSON, HELEN HUNT

Ramona (Little, $2.50) 12-17

A romance that is very popular with girls; boys seldom care for it. It tells of Southern California about 1850, when governmental policy seemed to be against the Indians.

KINGSLEY, CHARLES

Westward Ho! 12-16

A real prose epic telling of the adventurous days when Spain was fighting for a world empire. Elizabethan England of 1575 is graphically described. The story ends with the overthrow of the Spanish Armada.

Hereward the Wake 10-16

The days of the Norman conquest of England. Hereward, half Danish and half English, is a true Viking. He refuses to fight under the West Saxon Harold, and his bold adventures form a thrilling tale.

LAMPREY, L.

Masters of the Guild (Stokes, $2.50) 10-14

In the Days of the Guild (Stokes, $2.50) 10-14

Stories of the Middle Ages in England, each chapter telling the beginning of some guild industry. The adventures of the wood-carver's apprentice and the shoemaker's boy are woven into history without losing their flavor of reality and historic truth.

From Alexandre Dumas, "The Three Musketeers," illustrated by Maurice Leloir. (D. Appleton & Co.)

LYTTON, EDWARD BULWER-LYTTON, LORD

The Last Days of Pompeii 11-16

The Roman Empire in the first century of the Christian era. This has been a favored book with children for many years; it is markedly more popular with girls than with boys.

Harold 12-16

Harold was the last of the Saxon Kings in England (1070), and his tragic career makes a particularly fascinating story.

MAJOR, CHARLES

The Little King (Macmillan, $1.75) 10-13

The "Little King" is Louis XIV of France. This is a story of his childhood when the young king was beset with troubles on every side.

MARRYAT, CAPT. FREDERICK

The Children of the New Forest 11-16
(Macmillan Children's Classics, $1.75)

An account of a Royalist family in the days of Charles I (1640). It is best to get this fine old classic in a slightly abbreviated (though not rewritten) form, as is found in the Macmillan edition. Otherwise the child may lose much of the story through weariness at the long passages.

Mr. Midshipman Easy 13-15
Masterman-Ready 13-15

Personal experiences of Capt. Marryat while he was serving as a sailor (1836). He wrote many autobiographical stories, using fictitious heroes, but these have lived while the others have mostly dropped out of children's reading.

MARSHALL, BERNARD

Cedric the Forester (Appleton, $2.50) 11-15

A tale of England in the thirteenth century, written with a great deal of spirit. It has become quite popular

From Bernard Marshall, "Cedric the Forester," illustrated by J. Scott Williams. (D. Appleton & Co.)

among boy readers, and may be well recommended although open to criticism for its stilted style and many anachronisms.

MASEFIELD, JOHN

Martin Hyde, the Duke's Messenger (Little, $2.00) 10-15

An English boy enters the service of the Duke of Monmouth at the end of the seventeenth century, and so

participates in the Great Rebellion of that time against James II of England.

MITCHELL, S. WEIR

Hugh Wynne, Free Quaker (Century, $1.00) 12-16

An old Quaker records the scenes of the Revolution and the days of early Philadelphia. Many well-known historical characters are pictured in a vivid way. The style and language of the story make it more suited to the reading of children of high school age than to the younger ones.

The Adventures of François (Century, $2.00) 13-

A romance of the French Revolution. François is a joyous little rascal who tells his own story of a career as thief, juggler, and fencing master.

The Red City (Century, $2.00) 12-16

The second administration of Washington. The scene is laid in Philadelphia, and many of the characters of *Hugh Wynne* reappear.

PORTER, JANE

Scottish Chiefs 10-16

An heroic story of Wallace and Bruce, and the war of Scottish independence. Written in 1810, its century of life has brought it into more favor rather than decreased its popularity with youthful readers.

*PYLE, HOWARD

**Men of Iron* (Harper, $2.00) 10-15

A very picturesque tale of Court life and chivalry in the reigns of Henry IV and V (1400-1418). Howard Pyle is an excellent writer, no matter what he undertakes.

**Otto of the Silver Hand* (Scribner, $2.50) 10-14

The life of a little boy in the Middle Ages in Germany. *Men of Iron* and *Otto of the Silver Hand* are two of the most vivid and absorbing of all the historical narratives suitable for children's reading.

SCOTT, SIR WALTER

Ivanhoe 11-16

A dramatic story of medieval England at the time when Normans and Saxons were still battling. This is one of the most popular historical novels that has ever been written; it has a tremendous appeal to young people because of its romantic picture of chivalry and dashing outlaw adventure. The historical accuracy of most of the material may be questioned, as the characters mentioned are mostly legendary; but the book is a masterpiece of literature and fully deserves its high standing. Other important historical narratives written by Scott, that have proved of much permanent interest to older children are:

Quentin Durward—A picture of France in 1468.
The Talisman—The Holy Land at the time of the third crusade, in 1189.
The Monastery—A Scottish romance of the year 1550.
The Abbot—Intended as a sequel to *The Monastery.*
A Legend of Montrose—A story of superstition and feud in Scotland of 1664.
Rob Roy—An account of Jacobite intrigues in Glasgow and the Highlands, 1715.
Kenilworth—A romantic story of the year 1575, introducing Queen Elizabeth, Raleigh, and other important historical characters.

SEAMAN, AUGUSTA H.

Jacqueline of the Carrier Pigeons 10-14
(Macmillan, $1.50)

A charming story of the siege of Leyden, giving a graphic picture of the breaking of the great dikes as the Dutch ships sailed out to battle against the attacking Spaniards.

When a Cobbler Ruled the King (Macmillan, $1.75) 10-14

A story of the "lost Dauphin," Louis XVII of France, drawing some effective pictures of this turbulent period.

Little Mamselle of the Wilderness 12-15
(Macmillan, $1.75)

The romance of La Salle and his pioneers.

From Howard Pyle, "Otto of the Silver Hand," illustrated by the author.
(Copyright Charles Scribner's Sons)

SINGMASTER, ELSIE
Emmeline (Houghton, $1.50) 11-15

A charming Civil War story. It usually appeals more to girls than to boys.

SNEDEKER, CAROLINE
The Spartan (Doubleday, $2.00) 12-16

This book was published at first under the title of *The Coward of Thermopylæ.* It is a stirring tale of Athens and Sparta.

STEIN, EVALEEN
Gabriel and the Hour Book (Page, $1.65) 10-14

A tale of Normandy and the Middle Ages.

A Little Shepherd of Provence (Page, $1.65) 9-12

How little Jean, a lame shepherd boy in Provence six hundred years ago, became rose gardener of the court.

STEVENSON, ROBERT LOUIS
The Black Arrow 11-15

A tale of the Wars of the Roses in 1460.

Kidnapped

A romance of the Western seaboard, about the year 1746. The sequel, *Catriona,* is often bound with it in a single volume entitled *David Balfour.*

STODDARD, W. O.
Little Smoke (Appleton, $1.75) 10-14

A tale of life among the Sioux Indians, containing a dramatic account of the Custer massacre. A book for the younger boy who yearns for "thrillers."

TWAIN, MARK, pseud.
The Prince and the Pauper 12-

A fascinating tale of Edward Tudor, Prince of Wales. The amount of real history in the book is slight, but it forms a successful and interesting background for more historical reading.

WALLACE, LEW

Ben Hur 14-

A story of the time of Christ. Ben Hur is a young Jewish nobleman whose experiences as a galley slave make exciting reading.

YONGE, CHARLOTTE M.

The Little Duke (Macmillan, $1.75) 11-14

A tale of early France. This is one of the best of this author's works for children's reading.

The Prince and the Page (Macmillan, $1.75) 12-

A story of the last Crusade from England in 1270.

Dove in the Eagle's Nest (Macmillan, $1.75) 12-

A tale of burghers and robber barons in Germany of the Middle Ages.

Caged Lion (Macmillan, $1.25) 12-

A romance of the Scottish poet-king held prisoner by the English in the days of Chaucer.

Unknown to History (Macmillan, $1.25) 13-

A graphic portrayal of Mary Stuart during her imprisonment in England, and the purely imaginative romance of the daughter whom, legend says, she bore to the Earl of Bothwell. Interesting to girls thirteen and over.

CHAPTER XIV

POETRY, ART, MUSIC, AND DRAMA

1. *Anthologies of Poetry*
2. *Children's Poets*
3. *Selections from Poetical Works*
4. *Art and Architecture*
5. *Music*
6. *Drama*

The following list of children's poetry has been divided into three sections: anthologies, or collections of poetry, that contain the work of several different poets in one volume; children's poets in separate volumes; poets who wrote for adults, but who have one or more poems in which children show interest.

Books marked with a star represent the best in each section

1. ANTHOLOGIES OF POETRY

AUSLANDER, JOSEPH, and HILL, FRANK ERNEST
The Winged Horse (Doubleday, $3.50) 12-

The story of poetry and the poets. Here we see each master of word-magic at work in his own time and place, from Homer to Masefield, and learn how each has added his touch to the glorious castle of wonder and imagery that is Poetry. Decorations by Paul Honoré.

*CHISHOLM, LOUIS
**The Golden Staircase* (Putnam, $2.50) 5-12

An excellent collection of some of the best children's poetry.

COUSSENS, PENRHYN W.

Poems Children Love (Dodge, $1.50) 3-17

An excellently edited and reasonably priced collection containing old favorites that adults will remember with

From M. G. Edgar, "Treasury of Verse for Little Children," illustrated by Willy Pogány. (Thomas Y. Crowell Co.)

pleasure. The poems are divided into three groups: for the tiny tots (3-6), for young children (7-12), and for older children (13-17).

DE LA MARE, WALTER

Come Hither (Knopf, $6.00) 10-

An excellent collection by one of the greatest of modern children's poets.

EDGAR, M. G.
Treasury of Verse for Little Children 4-9
(Crowell, $1.50)

An excellent volume for the younger children, beautifully illustrated.

GAIGE, GRACE
Recitations Old and New for Boys and Girls 5-12
(Appleton, $3.00)

A well-selected and attractive anthology containing most of the best known poems for children.

GORDON, MARGERY, and KING, MARIE
A Magic World (Appleton, $2.00) 11-

A well-selected anthology that will be found especially useful for children of junior high school age. The compilers have used discrimination in their choice of poems and have introduced many that are musical and piquant but had not been included formerly in anthologies.

INGPEN, ROGER
One Thousand Poems for Children 3-14
(Macrae-Smith, $2.50)

The book is in two sections: the first contains rhymes, cradle songs, fables, and riddles for the younger children; the second part, for the older children, includes ballads, lyrics, and sonnets collected from the best poets.

LANG, ANDREW
New Collected Rhymes (Longmans, $2.20) 4-12
The Blue Poetry Book (Longmans, $1.75) 6-12

Everything that Andrew Lang selects is suitable for children and is appealing to them.

LUCAS, EDWARD V.
A Book of Verses for Children (Holt, $2.00) 4-12
Another Book of Verses for Children
(Macmillan, $3.00)

Some of the best known poems for very young children are found in these volumes; there are proverbs, story verses, and nonsense rhymes.

OLCOTT, FRANCES J.

Story-Telling Ballads (Houghton, $3.00) 6-14

Story-Telling Poems for Children (Houghton, $2.00) 6-14

Two excellent volumes for the child who is beginning to lose his childish interest in mere rhyme and rhythm, and who wishes a story or a concrete meaning attached to a poem. Good also for story-telling and reading aloud.

PALGRAVE, FRANCIS T.

Children's Treasury of Lyrical Poetry (Macmillan, $1.40) 8-14

This has been considered one of the best collections made for children. Its poems are not so much the old familiar ones as they are new discoveries of poems that had not found a place in other collections.

*STEVENSON, BURTON E.

**Home Book of Verse for Young Folks* (Holt, $3.50) 5-12

This is one of the best collections published. It is illustrated by Pogány, and contains poems of charm and interest to the whole family. This same editor has collected a volume of *Poems of American History* that is interesting, but not as popular among children as the *Home Book of Verse.*

TEASDALE, SARA (Editor)

Rainbow Gold (Macmillan, $2.00) 8-14

A compilation, illustrated by Dugald Walker, that includes many new and lovely poems that were not formerly in children's anthologies.

THACHER, MRS. LUCY W. C. (Compiler)

The Listening Child (Macmillan, $1.75) 9-15

An unusually fine anthology that has well stood the test of time. A 1924 edition has section of modern poetry.

TILESTON, MARY W.

Sugar and Spice and All That's Nice (Little, $2.50) 4-7

A favorite collection of nursery rhymes and jingles, containing bits from Mother Goose, Edward Lear, Stevenson, and others. A new edition is charmingly illustrated by Marguerite Davis.

From Margery Gordon and Marie B. King, "A Magic World," illustrated by Decie Merwin. (D. Appleton & Co.)

UNTERMEYER, LOUIS (Editor)
This Singing World (Harcourt, $3.00) 10-

Three hundred and fifty modern poems (none earlier than the nineteenth century being included) with thorough indexes, under the headings "Surge of the Sea," "Breath of the Earth," "Open Roads," "Common Things," and so on. The poems are not chosen to keep the child innocent and immature; they will help him to maturity by increasing his love of life, and by showing him how beautifully the senses and the spirit flow into each other. The collection will appeal as much to the adult as to the child.

Yesterday and Today (Harcourt, $2.50) 10-

An attractive grouping of children's poems, old and new.

WIGGIN, KATE DOUGLAS, and SMITH, NORA A.
Pinafore Palace (Doubleday, $2.00) 3-7
Posy Ring (Doubleday, $2.00) 6-14
Golden Numbers (Doubleday, $2.00) 6-14

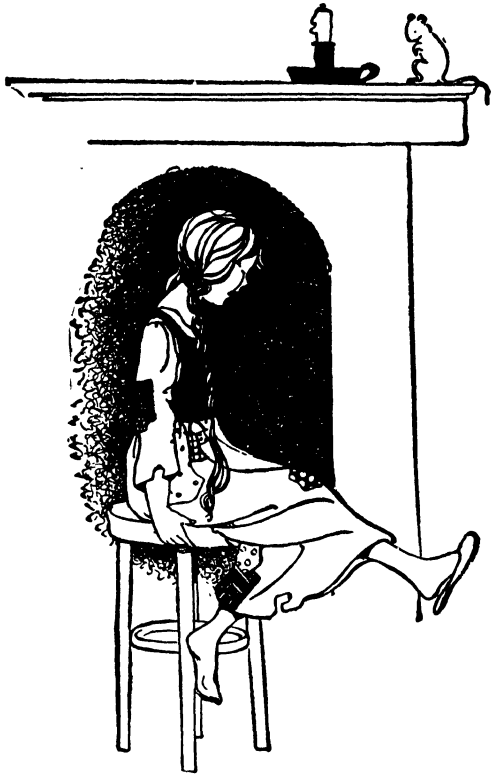
Three excellent collections of children's verse, including old favorites as well as some of the finest of the modern poetry. *Pinafore Palace* is a book of nursery rhymes. *Posy Ring* and *Golden Numbers* are for the older chldren.

No mention has been made of the Mother Goose collections, because these may be purchased in so many different editions, edited by so many different collectors and illustrators, that the parent should make his own choice according to whatever illustrations and arrangement he likes best. A few were listed under "Picture Books," but these were more for the illustrations than for the rhyme. Every child should have a complete collection of Mother Goose rhymes for his own; as he grows older, it will be one of his most valued possessions.

2. CHILDREN'S POETS

BLAKE, WILLIAM
Songs of Innocence 8-11

Blake was an English poet who published this little volume about 1790. The poems are not among the best



From Walter de la Mare, "A Child's Day," illustrated by Winifred Bromhall. (Henry Holt & Co.)

known in America, but children enjoy them. Among the poems in this volume are "The Laughing Song," "The Lamb," "The Shepherd" and "The Piper," beautiful little dreamy things that appeal to children when they hear them read or recited but that seldom appeal when the child reads them himself.

CARY, ALICE and PHOEBE
Ballads for Little Folks (Houghton, $2.00) 4-10

The poetry of the Cary sisters is of high quality, and is enjoyed even by the most unpoetical of children. This

volume does not contain all their verses, but has most of the important poems. Children are especially fond of "The Leak in the Dike."

DE LA MARE, WALTER

Down—Adown Derry (Holt, $3.00) 5-

A beautifully illustrated volume of sixty of Mr. de la Mare's best fairy poems. Children as a rule have to be taught an appreciation of de la Mare, and it is only the rare child who fully enjoys him. The true genius of his work—his subtle whimsy and delicate touch—is too often lost upon the child mind. The imaginative child, however, who has a true love for beauty and rhythm, may learn to enjoy the fairylike delicacy of de la Mare's poetical gems.

Peacock Pie (Holt, $2.50) 5-

A book of whimsical little verses that quite young children often enjoy.

A Child's Day (Holt, $1.75) 8-13

Lilting verses, some comic, some delicately sweet, which make an ordinary little girl's ordinary day something golden and delicious and memorable. Illustrations by Winifred Bromhall exactly suit the merry text.

*FIELD, EUGENE

Lullaby Land (Scribner, $1.75) 4-14

**Poems of Childhood* (Scribner, $2.50) 3-14

With Trumpet and Drum (Scribner, $1.25) 3-14

Love Songs of Childhood (Scribner, $1.25) 3-14

Songs of Childhood (Scribner, $1.50) 3-14

The second volume, *Poems of Childhood*, is the best to own. It contains poems selected from the other volumes, "Wynken, Blynken and Nod," "Fiddle-de-dee" and other favorites. The last volume named, the *Songs of Childhood*, contains music as well as words, and is also known as the *Field-de Koven Song Book.* Eugene Field is often considered the greatest of the children's poets, but much of his poetry is written from an adult viewpoint. It is of two kinds, (1) the musical, dreamy lullaby type, as:

Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe,—
Sailed on a river of crystal light
Into a sea of dew,
etc.

and (2) the quaint little story poems, as "The Duel":

> The gingham dog and the calico cat
> Side by side on the table sat;
> 'Twas half past twelve, (what do you think!)
> Nor one nor t' other had slept a wink!
> etc.

Field has poems to meet almost every occasion. They should be read to the child wherever possible, rather than read by the child.

FOLLEN, ELIZA LEE

Mrs. Follen is another poet whose works are more often met with in collections than in separate volumes. She is perhaps best known for her poem, "The Three Little Kittens." While her work does not rank with the best in poetical quality, it has a simplicity and charm that makes it appeal to children.

FYLEMAN, ROSE

Rose Fyleman's Fairy Book (Doubleday, $2.50) 5-10

Gracious, imaginative poems full of understanding gravity or humor, illustrated with color plates delicately in keeping with the dreamy, fanciful text.

GILBERT, SIR W. S.

The Bab Ballads 9-

No home library is complete without these whimsical verses by the author of *The Mikado* and *The Pirates of Penzance.* The book contains many sprightly pictures by the author. There are several editions, to suit individual taste and purse.

HOLMES, OLIVER WENDELL

Selected Poems 10-

Although Holmes is not generally considered one of the children's poets, his poems have a straightforward simplicity and, in many instances, a bright humor that makes them popular with children. Holmes' poems are often found in school textbooks, for which reason children seldom choose his volumes for home reading, but they enjoy

From A. A. Milne, "When We Were Very Young," illustrated by Ernest Shepard. (E. P. Dutton & Co.)

his poems when they hear them read. His most popular poems with children are: "The Wonderful One-Horse Shay," "The Chambered Nautilus," "Old Ironsides," "The Ballad of the Oysterman."

HOWITT, MARY and WILLIAM

Poems

William Howitt and his wife, Mary, wrote many charming poems for children. Perhaps the best known is "The Spider and the Fly," written by Mrs. Howitt; it has been arranged as a song with the clanging refrain "Will you, won't you, will you, won't you, will you, Mr. Fly?" As such it is parodied by Lewis Carroll in the song for the Lobster Quadrille, in *Alice.*

LEAR, EDWARD

The Complete Nonsense Book (Duffield, $3.50) 5-13

This volume is a collection of all the nonsense poems written by Lear that were formerly published in separate books. The nonsense verse of Lear is of the Mother Goose type, and it holds a decided place in the affections of children. "The Owl and the Pussycat" is perhaps the most familiar, as it is put to music and often sung in the schools, but young readers will find his other poems equally delightful.

LINDSAY, VACHEL

Johnny Appleseed and Other Poems 8-12
(Macmillan, $1.75)

A collection of Lindsay's gayest and most piquant poetry. Here the young reader will find "The Haughty Snail King," "Crickets on a Strike," and the famous "Congo." A good book for the child who thinks he does not like poetry.

LONGFELLOW, HENRY W.

Selected Poems

Longfellow is often called "The Children's Poet." He did not always write for children, but, like Riley and Whittier, his poems have a peculiar appeal to childhood. Among his longer poems that children enjoy are: "The Courtship of Miles Standish," "Evangeline," "Hiawatha." These may all be obtained in separate volumes. Among his shorter poems, the most familiar are: "The Wreck of the Hesperus," "The Skeleton in Armor," "The Rainy Day," "The Psalm of Life," and "The Building of the Ship."

MILNE, A. A.

When We Were Very Young (Dutton, $2.00) 5-8

Now We Are Six (Dutton, $2.00) 5-8

Verses comic, imaginative, and musical; the ideas are simple without being limited or patronizing to the mind of the child. The verses have the charm of repetition and whimsy, and the briskly funny, charming illustrations of Ernest H. Shepard support perfectly the intent of the versifier. These books have gone through more editions in less time than any other child's book ever printed.

RILEY, JAMES WHITCOMB

Rhymes of Childhood (Bobbs-Merrill, $2.00) 5-15
Book of Joyous Children (Bobbs-Merrill, $2.00) 5-15
Child World (Bobbs-Merrill, $2.00) 5-15
The Raggedy Man (Bobbs-Merrill, $1.50) 5-15

Riley coupled exceptional poetic talent with a rare insight into child feeling. Many of his poems for children are unexcelled for their lilting swing and their joyous appreciation of the simple, wholesome delights of life on the farm and in the small town.

ROSSETTI, CHRISTINA

Sing-Song (Macmillan, $1.00) 4-10

Christina Rossetti is ranked among the best of the nineteenth century women poets. Her volume, *Sing-Song*, contains several short poems, and is the most popular of her books among children.

*STEVENSON, ROBERT LOUIS

**A Child's Garden of Verses* 5-12

This famous book of children's verse is published in almost as many different editions as Mother Goose. Stevenson's child poems need little comment. It is enough to say that every child should own a copy of the *Child's Garden*. Stevenson had himself the heart of an eager, imaginative child, and his poems are among the most charming that have ever been written.

TAYLOR, ANN and JANE, and O'KEEFE, ADELAIDE

The Original Poems and Others (Stokes, $3.00) 4-10

The poems of Ann and Jane Taylor have been popular among children for more than a hundred years. "Twinkle, twinkle, little star," and "I love little pussy, her coat is so warm," are the most familiar of Jane Taylor's works, and the moral story-verses of "Meddlesome Matty" and "Greedy Richard" are the best known of her sister, Ann.

TEASDALE, SARA

Stars Tonight (Macmillan, $2.00) 5-12

Lovely little poems written with a grace and simplicity that should give them a permanent place in children's

poetry. Dorothy Lathrop has illustrated the volume with dainty drawings of out-of-door scenes.

THAXTER, CELIA

Stories and Poems for Children (Houghton, $1.75) 5-10

There are some nature poems in this volume that are very lovely.

WHITTIER, JOHN GREENLEAF

Snowbound and Selected Poems 10-

This volume of Whittier's poems contains the well-known "Skipper Ireson's Ride," "Telling the Bees," and many other home favorites. Besides this volume the older child will also enjoy the regular standard edition of Whittier, containing "Barbara Frietchie," and all of the other well-known ballads and lyrics.

3. SELECTIONS FROM POETICAL WORKS

In the following list are the names of famous poets who have written poems that have appealed to children. Most publishers are not given as the poems may be found in many different volumes.

BROWNING, ROBERT

"The Pied Piper of Hamelin" is the most popular of Browning's poems among children. Some of the songs in "Pippa Passes" are also of interest to them.

BRYANT, WILLIAM C.

Many of Bryant's nature poems are suitable for children. His collection, *Thanatopsis and other Poems*, contains "The Planting of the Apple Tree," "The Death of the Flowers," and "To a Waterfowl," all of which find their place in seventh- and eighth-grade readers. Children like "Thanatopsis," in spite of its somber tone.

BURNS, ROBERT

The Scotch dialect in Burns' poems prevents them from becoming very popular with children, who find it

difficult to understand the meaning of some of the words. An occasional poem of Burns, however, such as "Duncan Gray," "Highland Mary," or "My Luv's Like a Red, Red Rose," will appeal to the older children.

Byron, Lord

"The Prisoner of Chillon" and "Childe Harold" are two of Byron's poems that the twelve- or thirteen-year-old boy or girl may enjoy.

Coleridge, Samuel

The Ancient Mariner

Nearly all children of eleven years and older like this narrative poem, the tale of the lost ship with its one living survivor. The poem has a fine swing and rhythm, an absorbing story content, and rich picturesque detail.

Emerson, Ralph Waldo

This famous American writer composed several short poems that are of interest to children. The "Fable," which begins:

> The mountain and the squirrel had a quarrel
> And the former called the latter Little Prig,

is one of the best known, but there are others that are equally good for children. Emerson, as one of our best known American poets, should be read, in part anyway, by all our school children.

Hunt, Leigh

This English poet is known chiefly for his moral poem, "Abou Ben Adhem," a universal favorite among boys.

Keats, John

Keats should be given only to the older children. They will like the narrative poems, "The Eve of St. Agnes," "Isabella," and "Ode to a Nightingale."

Kipling, Rudyard

Kipling's poems appeal mostly to boys, who enjoy the martial swing, the vigorous action, and the story content. In *Songs for Youth* (Doubleday, $2.50) the poet has chosen those which young people like best.

LOWELL, JAMES RUSSELL

"The Vision of Sir Launfal" is Lowell's most popular poem among boys and girls. They enjoy the nobility of sentiment and the heroic feeling that the poem contains. "The Shepherd of King Admetus" is one of Lowell's shorter poems that is well known, and "The Courtin' " is one which is full of comedy and character.

MACAULAY, T. B.

Lays of Ancient Rome

For children from nine to twelve, there is no more popular poetry than that contained in the *Lays* of Macaulay. The quick, stirring action, the prominent narrative element, and the fine martial swing of the different poems, make them exceedingly interesting to children. "Horatius at the Bridge" is especially popular with boys.

MASEFIELD, JOHN

Reynard the Fox, or The Ghost Heath Run
(Macmillan, $1.75)

A vivid narrative of a fox hunt from the point of view of the hunted. Boys will also like the strong swing of the laureate's *Salt Water Poems and Ballads.*

MILTON, JOHN

Milton, the blind poet, "sang in his darkness" much that appeals to the older child. His two long poems "L'Allegro" and "Il Penseroso" are often studied in high school.

POE, EDGAR ALLAN

"The Raven" is the most popular of Poe's work with children. A few of his other poems, such as "Eldorado," are also suitable and enjoyable children's reading.

SCOTT, SIR WALTER

There are few children who do not like Scott's poems. They like especially well "The Lady of the Lake," "The Lay of the Last Minstrel" and "Marmion," but as these poems are so long, the child's taste for poetry must have been cultivated to enable him to get the most pleasure from them.

SERVICE, ROBERT

Rhymes of a Red Cross Man
Rhymes of a Rolling Stone

The work of Service has a hearty stirring quality that makes it particularly appealing to high school boys, who will often read these rhymes of adventurous activity with their attractive story quality when they could not be interested in real poetry.

*SHAKESPEARE, WILLIAM

Shakespeare is interesting to children from 13 to 14 years on, provided they have been helped, by suggestion and explanation, to an understanding of his work.

SHELLEY, PERCY B.

"To a Skylark," "The Cloud," "The Sensitive Plant," and "Music When Soft Voices Die," are the poems that children like best from Shelley's work.

TENNYSON, ALFRED

The beauty and music of Tennyson's poems make them suitable for every age, even for young children who do not always understand his meaning. "The Idylls of the King" and "The Princess," which contain some of his finest poems, are greatly enjoyed by children. "The Charge of the Light Brigade," "The Lady of Shalott," "Lady Clare," "Maud," and "Sir Galahad," are perhaps the best known of the shorter poems.

WORDSWORTH, WILLIAM

Nearly all of Wordsworth's poems are suitable for children. "Lucy Gray," "We Are Seven," and "Daffodils" illustrate their simplicity, sweetness and charm. "Daffodils" is excellent for children to memorize.

4. ART AND ARCHITECTURE

ALLEN, PHOEBE

Peeps at Architecture (Macmillan, $1.00) 10-16

One of the few books of its kind. A compact little volume, well illustrated in color, and telling of different

types of buildings. Books like this—on the different arts and crafts—often reveal hidden aptitudes and interests in the child.

BACON, DOLORES

Pictures Every Child Should Know (Grosset & Dunlap, $1.00) 9-13

An account and reproductions of famous pictures, that almost any child will enjoy.

BARSTOW, CHARLES L.

Famous Pictures (Century, $2.00) 10-15

Famous Sculpture (Century, $2.00) 10-15

Famous Buildings (Century, $2.00) 10-15

The younger children will like to look at the illustrations in these books, and the older child, who is developing artistic ability, will find the text instructive and interesting.

*BERRY, ANA M.

Art for Children (The Studio, Ltd., $4.00) 6-14

An enchanting volume, and one which should have many counterparts, but, unfortunately, which seems to be the only one of its kind. It is a reproduction of world-famous pictures with a few explanatory words under each picture. The volume is divided into sections: Beasts, Games and Amusements, Ships, Legends and Adventures, Angels and Fairies, and last, Portraits. The author rightly says, "Only the best has been considered good enough for inclusion in this book," and indeed every painting or engraving is a gem: Botticelli, Fra Angelico, Michelangelo. Raphael, Dürer—all the best artists are represented here. The foreword is one of the best expositions on the place of art in the life of the child that has yet been written.

BRIGHAM, GERTRUDE R.

The Study and Enjoyment of Pictures (Sully, $2.00) 13-

This volume is a competent guide to pictures that will be of interest to the older child who is making a study of art. It may also be used as a reference book in the home or school.

BRYANT, L. M.

The Children's Book of Celebrated Pictures 9-14
The Children's Book of Celebrated Sculpture 9-14
(Century, $2.50 each)

The first has fifty reproductions of famous pictures, each with a page of explanation, written in an easy, simple style that is pleasing to children. The second is an excellent book on sculpture. This author has also written several books on art for adult readers. These are: *What Pictures to See in America, What Pictures to See in Europe, What Sculpture to See in Europe, Famous Pictures of Real Animals, French Pictures and Their Painters.*

CHANDLER, ANNA C.

Magic Pictures of Long Ago (Holt, $1.75) 10-14
More Magic Pictures of Long Ago (Holt, $1.75) 10-14

Stories of people and art in ancient Egypt, Rome, and Greece. The book is illustrated by pictures of art collections in the Metropolitan Museum, New York.

COX, GEORGE J.

Pottery (Macmillan, $1.50) 14-

The history and methods of making pottery. A beautifully printed book, but one that would only interest the older child who was, in some measure, a craftsman.

DE FOREST, JULIA B.

A Short History of Art (Dodd, $4.50) 12-

A beautiful book, with 250 or more illustrations, giving a history of art that the layman will enjoy.

FLETCHER, SIR BANISTER

A History of Architecture (Scribner, $12.00) 14-

This book was first printed in 1896; the eighth edition was printed in 1928. In all these years nothing has excelled it in its field. It is expensive, but for the older child who is showing a decided interest in architecture it is worth its price. It gives the characteristic features of the architecture of each country by comparing one style with another, and by giving prominence to the

special influences—geographical, geological, climatic, religious, social, and historical, which have contributed to forming each. Profusely illustrated, it makes a valuable work.

From Katharine Gibson, "The Goldsmith of Florence," illustrated by Ralmon Rubinyi. (The Macmillan Co.)

FOWLER, HAROLD and MARY
The Picture Book of Sculpture (Macmillan, $2.50) 7-14

Here are fifty pictures, progressing from Egyptian sculpture to the work of modern artists. Facing each reproduction is a brief description of the artist and the statue. An impressive volume, and a valuable one in teaching appreciation of art.

GIBSON, KATHARINE

The Goldsmith of Florence (Macmillan, $5.00) 9-

A history of craftsmen who have wrought beautiful things with their hands. There are three parts: the work of craftsmen in the time of the Knights; in the "Great Days of the City of Florence"; during the American Revolution, and now. The book is in itself worthy of the craftsmen of which it tells. It is beautifully printed and published. The photographs, decorations, and line cuts are clear and lovely, the paper is smooth and soft, the margins are wide, and the type large and black. This is a distinguished book, and one which is worthy of a place in every home library.

LUTZ, E. G.

Drawing Made Easy (Scribner, $1.50) 7-16
More Things to Draw (Scribner, $2.00)
What to Draw and How to Draw It (Dodd, $1.75)
Instead of Scribbling (Dodd, $1.75)
Practical Drawing (Scribner, $2.00)
Practical Pen Drawing (Scribner, $2.00)

This versatile artist-writer gives his young readers entertainment as well as instruction in his lively little books. No artistic ability whatever is needed to draw from Mr. Lutz's diagrams. The child or adult who follows his unequivocal instructions finds himself drawing amazingly lifelike cows, squirrels, and humans. As rainy-day books, these are unexcelled.

MCSPADDEN, J. WALKER

Famous Painters of America (Dodd, $3.50) 12-

An interesting account of the lives and works of some of the most prominent and distinguished of our American painters.

ORPEN, SIR WILLIAM

The Outline of Art (Putnam, $4.50) 15-

A book that only the older child who has a special talent for art will read with profit and enjoyment. It outlines the course of European art from the thirteenth century to the present day. There are over three hundred illustrations that even very young children will enjoy.

THURSTON, CARL H. P.
The Art of Looking at Pictures (Dodd, $2.50) 12-

A discussion of the principles of art, and what constitutes enjoyment of art.

WHITCOMB, IDA P.
Young People's Story of Art (Dodd, $3.50) 9-13

An historical sketch of paintings, architecture, and sculpture, written in an interesting way for children. Well illustrated.

5. MUSIC

BACON, DOLORES
Operas Every Child Should Know 9-13
(Grosset & Dunlap, $1.00)

An inexpensive book telling some of the stories of world-famous operas. Children like such books because of the pleasing tales, and they may get in this way a good introduction to opera.

*BAUER, MARION, and PEYSER, ETHEL
**How Music Grew* (Putnam, $4.50) 11-

A history of music written for young people. Like all such books, it is interesting chiefly to the child who has some previous knowledge of notes and musical terms. The book traces the development of harmony in sound from the first striking together of pieces of wood or stone in repeated beats to the work of present day composers. It is a painstaking and careful compilation of musical history, as complete and as well illustrated as anything in its field.

CHAPIN, ANNA A.
Wonder Tales from Wagner (Harper, $1.75) 9-14

A popular book among children. This author has also published two other interesting books on music: *Masters of Music—Their Life and Work,* and *Makers of Song.*

COLEMAN, SATIS N.

Creative Music for Children (Putnam, $3.50)
Creative Music in the Home (Myers, $5.00)

Two books that are chiefly for parents and teachers. The author outlines in both books a practical plan for developing every child's inherent love for musical and rhythmical sounds. Different chapters show how the child may make his own instruments, how the rhythmic sense may be developed, the singing voice controlled, and singing and playing correlated. The author maintains that "somewhere along the path of music lies an instrument suited to the capacity of every child," and she sustains her theory with practical experiments.

ELSON, LOUIS C.

Great Composers and Their Work (Page, $2.00) 15-

A sketch of the lives of some of the world-famous composers, with special reference to the compositions for which they are best known. Only for the older child who has studied music to some extent and understands musical terms.

GUERBER, H. A.

Stories of the Wagner Opera (Dodd, $2.00) 12-
Stories of Famous Operas (Dodd, $2.00) 12-

Illustrated tales that are interesting for their story content as well as their information.

MACY, JAMES C.

Young People's Illustrated History of Music 12-
(Ditson, $1.50)

Biographies and portraits of famous musicians. One of the older books that has been revised and is now published in very attractive form.

UPTON, GEORGE P.

In Music Land (McClurg, $2.00) 11-16

Different composers and their compositions are discussed in an interesting way. An illustrated handbook of music written especially for young people.

WHITCOMB, IDA P.
Young People's Story of Music (Dodd, $3.50) 9-14

One of the best books of its kind. It is interesting, gives a good survey of the history of music, and contains chapters on the leading composers.

WIER, A. E.
Songs the Children Love to Sing (Appleton, $1.25) 6-13

A collection of folk songs and children's melodies well adapted to children's musical tastes. Recommended for home use, as the adult, as well as the child, will enjoy the quaint old songs and pretty melodies that are selected. The author has a long list of other books in the same series, of which the volumes of simpler selections of violin and piano music are suitable for children. The series contains also selections from grand and light operas, sacred music, ballads, etc.

6. DRAMA

It will be noted that this section is limited; the books recommended are few in number and consist mostly of the conventional classics. The reason for this is obvious: children seldom read plays, though they gladly act them. Moreover, there are few modern plays that could be classed conservatively as "children's literature." The many collections of children's plays now in print are better for stage purposes than for reading.

BARRIE, JAMES M.
Half Hours (Scribner, $1.25) 15-

A group of four short plays, interesting to the high-school age, "Pantaloon," "The Twelve Pound Look," "Rosalind," and "The Will."

DRINKWATER, JOHN
Abraham Lincoln (Houghton, 56 cents) 13-

One of the world's greatest plays. It will probably not be enjoyed by the average child before the age of 14 or 15, but it should not be overlooked by teachers of literature in the high school.

From Montrose J. Moses, "Treasury of Plays for Children," illustrated by Tony Sarg. (Little, Brown & Co.)

DUNSANY, LORD

Five Plays (Little, $2.00) 15-

Plays of Gods and Men (Putnam, $1.75) 15-

Lord Dunsany is another author whose plays may only be recommended for high school, or, at the lowest, junior high school ages. "A Night at an Inn" is good Steven-

sonian terror, and is frequently produced in preparatory schools. The generalized characters, biblical style, and tense dramatic quality of Dunsany make his one act plays acceptable and adaptable to boys and girls.

*MOSES, MONTROSE J. (Editor)

**Treasury of Plays for Children* 8-14

Another Treasury of Plays for Children 9-15

(Little, $3.00 each)

Splendid collections of children's plays, charmingly illustrated by Tony Sarg. The books contain many stories by famous authors, put in play form, and also original children's plays. Christina Rossetti, H. C. Bunner, Lewis Carroll, and other well-known writers are represented.

PEABODY, JOSEPHINE P.

The Piper (Houghton, $2.00) 12-16

A dramatized version of Browning's "Pied Piper." It has been made into a delightful play, written with a literary finish and a charm that has made Browning's beautiful poem still more beautiful.

ROSTAND, EDMOND

Cyrano de Bergerac 14-

A French play that has taken its place as one of the greatest dramas in history. It is interesting to young people as well as to adults. High school children are rarely given it to read that they do not consume it with intense interest. No character of Shakespeare has endeared himself to the adolescent boy as has the swaggering, courageous Cyrano, the homeliest man in literature and one of the bravest.

SHAKESPEARE, WILLIAM

**Complete Works*

Not all of Shakespeare's plays will interest children under fifteen, but *Midsummer Night's Dream*, *As You Like It*, and *The Merchant of Venice*, are understood and enjoyed. A collection of *The Merchant of Venice*, *The Tempest*, and *As You Like It*, under the title of *Three Comedies by William Shakespeare* (Harcourt, $3.00), with many imaginative pictures by James Daugherty, makes a splendid book to begin on.

CHAPTER XV

HISTORY, BIOGRAPHY, GEOGRAPHY, EXPLORATION AND TRAVEL

1. *American History*
2. *Histories of Other Countries*
3. *Stories of Early Peoples and the Progress of Civilization*
4. *Exploration and Big-Game Hunting*
5. *Biographies and Professions*
6. *Travel—United States*
7. *Other Countries and Their People*

In the lists which follow, an attempt has been made to put the books that deal with a single character under Biography, and the books that deal with a group of characters under History. The books on the history of mankind, that is, evolutionary accounts of the progress of man, do not, perhaps, belong in an historical section, as many of the events related are more or less legendary. They have been included here, however, because the greater part of them attempt to link the legendary material with later historical facts. These books are extremely interesting to children, and they form an excellent historical background for a later study of science and history.

Our difficulties were great in finding American and European histories that were interesting, accurate, and yet *not* textbooks. It is a common belief that children will read history, unsupervised, only as historical fiction. But surely it should be possible to present history—that most dramatic of all subjects—in a guise other than imaginary or sternly educational. A child should find both truth and companionship in his history. Historical characters must be authentic, but they can

also be human and real. Childhood is a time of easy idealism, of quick sympathy, and unfaded interest, a time to appreciate history as it may never be appreciated again. It is a pity we have not more to offer that is interesting and true, brimming with human interest—and only incidentally educational.

Books marked with a star represent the best in each section

1. AMERICAN HISTORY

ADAMS, RANDOLPH G.

The Gateway to American History (Little, $3.00) 10-

An unusually interesting and original book. Mr. Adams has brought together seventy-six illustrations from old books which give a pictorial account of the great voyages of exploration and the settlement of America. The narrative which accompanies the pictures is carefully and entertainingly written.

Pilgrims, Indians and Patriots (Little, $3.00) 10-

This is a companion volume to the *Gateway to American History*. Here seventy-one old and picturesque illustrations are used to describe the Pilgrim period when our colonies were starting, and the Indian War period when they were growing. The account is carried up to the Revolution. These are two valuable books.

BALDWIN, JAMES

Discovery of the Old Northwest 11-14

Conquest of the Old Northwest 11-14

(American Book, 72 cents each)

Connected sketches telling of early exploration and discoveries.

BLAISDELL, A. F., and BALL, F. K.

The American History Story-Book (Little, $1.20) 9-16

Boys and girls of early days in America; a series of stories and anecdotes that gives early American history as it affected the lives of young people.

The Child's Book of American History (Little, $1.20) 9-16

Scenes of heroism, pathos, and drama in our country's history. A good introduction to more detailed works.

American History for Little Folks (Little, $1.20) 6-10

Stories of the famous men and scenes in history told in greatly simplified words and style.

Log Cabin Days (Little, $1.20) 7-11

Anecdotes of people famous in the early days: Columbus, Putnam, Mollie Pitcher, Webster, and others.

Pioneers of America (Little, $1.20) 9-16

Stories of La Salle, Daniel Boone, Lewis and Clark, and others; all well written and authentic enough to make these people real to our modern youngsters. Although historians point out inaccuracies in the authors' work, their errors are not glaring, and they have shown no little ability in adapting their material to children's interests.

BROOKS, ELBRIDGE S.

Story of Our War with Spain (Lothrop, $2.00) 10-14
The American Sailor (Lothrop, $2.00) 10-14
The American Indian (Lothrop, $2.00) 10-14

The first is a young people's history of the Spanish War told in a narrative style that is easy to read. The last two are sketches showing the order of events in the history of our navy and the national position of the Indian.

*COFFMAN, RAMON

**Our America* (Dodd, $3.50) 11-16

An attractively published book, large and well illustrated. It traces the history of our country from its discovery by Columbus to the signing of the armistice in 1918, with an epilogue which glances into the future. The one hundred or more illustrations form a picture-history in themselves. This book would make a desirable and worthy addition to any home library.

ESKEW, GARNETT LAIDLAW

The Pageant of the Packets (Holt, $3.00) 14-

The story of American steamboating. This book is not a compendium of nautical knowledge, it is an epic narrative of steamboat days, abounding in anecdotes and rich in humor. From the opening sentence: "My love for steamboats began very shortly after I did," to the last

comment deploring the passing of the old-time boat: "With it passed the most fascinating, the most colorful, and the most romantic period in the history of American transportation," the book chats along, picturing scenes that Mark Twain would have loved.

From Ramon Coffman, "Our America," illustrated by Frank C. Papé. (Dodd, Mead & Co.)

EVANS, LAWTON B.

America First (Bradley, $2.50) 8-14

Stories of famous characters in American history, from Lief the Lucky to Sergeant York. Possibly the style is overdramatic, with more regard for thrills than for history, but the fault is not so glaring as to subtract all value from the book.

FARIS, JOHN T.

Makers of Our History (Ginn, $1.00) 9-14

Real Stories from Our History (Ginn, 92 cents) 9-14

Short stories of famous characters and interesting incidents in American history.

FISKE, JOHN

Historical Works (Houghton) 12-

No bibliography could be complete without Fiske's famous histories. Possibly they were more popular with the last generation than with this (although Fiske wrote up to about 1900); still, nothing supersedes them in accuracy of material and drama of presentation. The simplicity of Fiske's style, and the unchallengeable authenticity of his statements, make him an historian *par excellence.*

Discovery of America
Beginnings of New England
Old Virginia and Her Neighbors
New France and New England
Dutch and Quaker Colonies in America
The American Revolution
Critical Period of American History
Witchcraft in Salem Village
The Mississippi Valley
The War of Independence
History of the United States for Schools
Civil Government in the United States

GORDY, WILBUR

Stories of American Explorers (Scribner, 80 cents) 9-15
Colonial Days (Scribner, 80 cents) 9-15
American Leaders and Heroes (Scribner, $1.00) 9-15

Accurate material put in interesting form. Gordy's *Elementary History* is widely used as a school text.

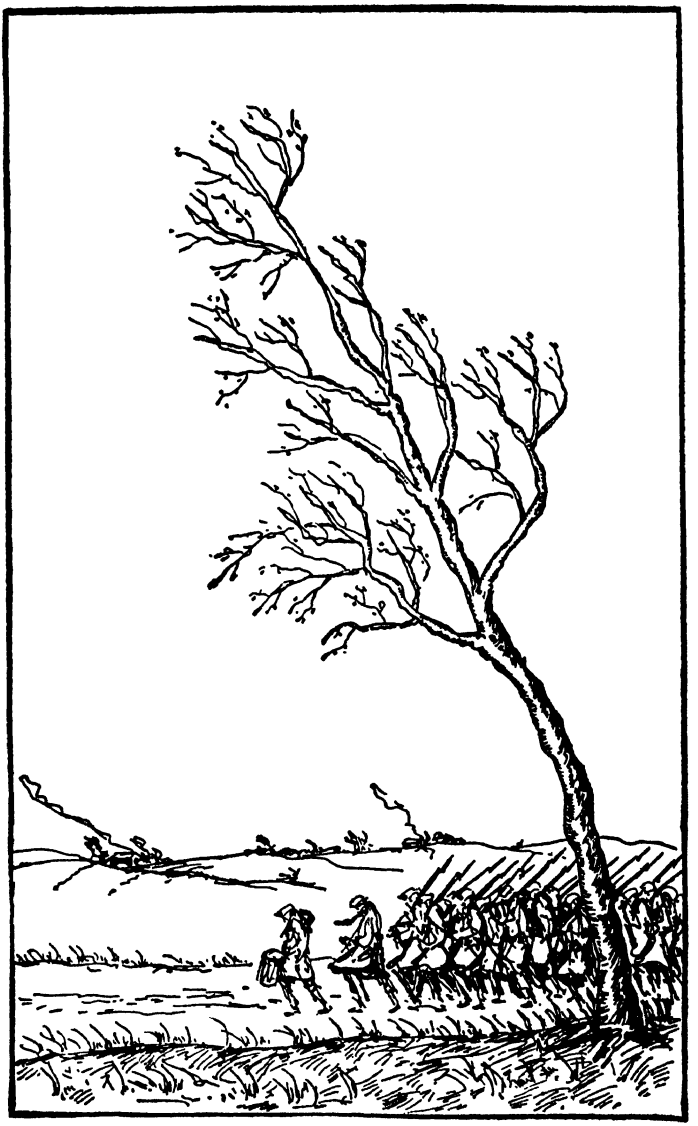
HIGGINSON, THOMAS W.

Book of American Explorers (Longmans, $1.75) 11-15
Young Folks' History of the United States 11-15
(Longmans, $1.40)

The first contains the narratives of explorers, as told by themselves. The book begins with the stories of the first Norsemen and brings the history of exploration down to the settlers of Massachusetts Bay. The second book is a good history for home reading.

HILL, FREDERICK T.

On the Trail of Grant and Lee (Appleton, $2.00) 11-14



From Hendrik Van Loon, "America," illustrated by the author.
(Horace Liveright)

On the Trail of Washington (Appleton, $2.00) 11-14

Two good historical narratives for boys. The first deals with the Civil War and presents an outline in story form, of the different campaigns. The second tells of the Revolutionary War, and gives a splendid picture of Washington. Both books contain lively dramatic passages and serve to give the child a living interest in history.

HOLLAND, RUPERT S.

Historic Adventures (Macrae-Smith, $2.00) 10-16

Historic Events of Colonial Days 10-16
(Macrae-Smith, $2.00)

Narratives of thrilling incidents in America's history. In *Historic Adventures* will be found "John Brown's Raid," "The Golden Days of '49," "The Winning of Oregon," and many others, all well told. The stories should give a good background for serious study.

LAMPREY, L.

Days of the Colonists (Stokes, $2.50) 10-15

Days of the Discoverers (Stokes, $2.50) 10-15

Days of the Commanders (Stokes, $2.50) 10-15

Three interesting books of American history, dealing with the adventurous side of lives and events. They should be especially enjoyed by boys, but girls will like them too.

LUCIA, ROSE

Stories of American Discoverers for Little Americans 7-11
(American Book, 60 cents)

A good supplementary reader for either the second or third grade, telling dramatically of the share of different nations in the discovery and colonization of America.

NEIHARDT, JOHN G.

The Splendid Wayfaring (Macmillan, $1.75) 11-16

A book that is somewhat out of the ordinary as histories go. It relates the adventures of the explorers of the great central route from the Missouri River to the Pacific Ocean, the men who opened the central road to the West. A well illustrated, soundly historical account.

PARKMAN, FRANCIS
The Oregon Trail 11-16

A biographical narrative describing the beginnings of western development in the United States. (Also listed under Travel.)

PYLE, HOWARD
Book of the American Spirit (Harper, $5.00) 8-

A unique "picture book," rich and vivid in its conception and interpretation. It consists of a series of sketches and paintings by Howard Pyle originally made to illustrate different books and articles. They are compiled by Merle Johnson to form a running history of the United States.

TAPPAN, EVA MARCH
The Story of Our Constitution (Lothrop, $1.50) 10-16
American Hero Stories (Houghton, 92 cents) 10-16
American History Stories for Very Young Readers (Houghton, $1.50) 7-12

Dr. Tappan has considerable talent for making history a graphic reality. These three books are soundly authentic, and have proved themselves worthy of a lasting place in the school and home.

USHER, ROLAND G.
The Story of the Pilgrims (Macmillan, $1.00) 8-10

A story for children that uses the Pilgrim leaders as the chief characters. A good book for vivifying the characters and incidents of Pilgrim days.

VAN LOON, HENDRIK W.
America (Liveright, $5.00) 10-

Van Loon has the gift of making young people see history as a growing thing, a complete and connected story full of life and interest. His many pen sketches are a part of the easy narrative.

2. HISTORIES OF OTHER COUNTRIES

BLAISDELL, A. F., and BALL, F. K.
English History Story Book (Little, $1.20) 8-11

A collection of historical anecdotes concerning England, from the time of the Druids up to the present day.

DALE, LUCY
Stories from European History (Longmans, 80 cents) 9-13

An attractive volume of stories and biographies of historical characters; a book very pleasing to children.

DICKENS, CHARLES
Child's History of England 11-15

A standard work, published in many editions. It is often enjoyed by children, but teachers should take into consideration the fact that it is decidedly anti-Catholic in its treatment.

FROISSART, SIR JOHN
The Chronicles 11-15

These are traditional accounts of events and characters in medieval England, France, Spain, etc. They may be obtained in many good editions. The one published by Dutton ($3.00) contains beautiful illustrations in color.

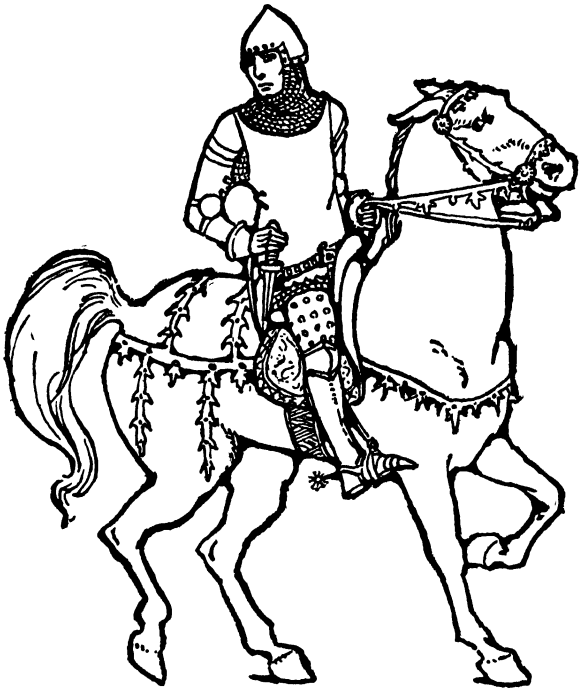
GRIFFIS, WILLIAM ELLIOTT
Bonnie Scotland (Houghton, $2.00) 11-14
Belgium, the Land of Art (Houghton, $2.25) 11-14
Young People's History of Holland (Houghton, $1.10) 11-14
Japan, in History, Folk-Lore, and Art (Houghton, $1.10) 11-14

Four excellent books that give the history of different countries in pleasant narrative style. Good for supplementary reading in the schools.

HALL, JENNIE

Buried Cities (Macmillan, $2.00) 12-16

Stories of the way in which Pompeii, Mycenæ, and Olympia became buried cities, followed in each case by a great number of photographs and drawings of houses,



From Marjorie and C. H. B. Quennell, "A History of Everyday Things in England," illustrated by the authors. (Copyright Charles Scribner's Sons)

utensils, etc. The first two divisions are vivified by presenting antique characters in the setting of the towns as they originally were, and the last is made interesting by showing the archæologist, Schliemann, examining the excavated treasures of Mycenæ with characteristic enthusiasm.

HANSHAW, HAZEL P.

My Book of Best Stories from History (Funk & Wagnalls, $3.00) 7-13

A beautiful book, dealing mostly with English history.

MACGREGOR, MARY

Story of France (Stokes, $5.00) 9-14

A history of France told in simple story form, with the events stressed that are of particular interest to children. The revised edition of this book brings its chronicles down through the World War.

MARSHALL, H. E.

Our Empire Story (Stokes, $5.00) 9-14

An Island Story (Stokes, $5.00) 9-14

Scotland's Story (Stokes, $5.00) 9-14

These three books together form a valuable history of the British Empire. The first recounts the development of the British colonies, the second outlines England's history through and including the World War, and the third tells of the romantic development of Scotland. All three books are in story form, but they are not fictitious to the extent of nullifying their accuracy.

English Literature for Boys and Girls (Stokes, $5.00) 9-15

Children read this book for pleasure. It covers in interesting fashion writers and their times, from the earliest Anglo-Saxons to Tennyson and Dickens.

QUENNELL, MARJORIE and C. H. B.

A History of Everyday Things in England (Scribner, $5.00) 12-

This is a unique book, dealing with an interesting period. It tells of the English people and their work from the time of the Norman conquest in 1066 to the end of the eighteenth century. The style is simple and straightforward, the illustrations profuse and lively, the material engrossing and full of human interest.

SCOTT, SIR WALTER

Tales of a Grandfather 10-15

True stories from the stirring history of Scotland written by a master novelist.

*TAPPAN, EVA MARCH

The Little Book of the War (Houghton, 64 cents) 8-14
Story of the Roman People (Houghton, $1.32) 10-15
Story of the Greek People (Houghton, $1.32) 10-15
In the Days of Alfred the Great (Lothrop, $1.50) 10-15
In the Days of William the Conqueror (Lothrop, $1.50) 10-15
In the Days of Queen Elizabeth (Lothrop, $1.50) 10-15
In the Days of Queen Victoria (Lothrop, $1.50) 10-15

All of Dr. Tappan's books may be highly recommended. *The Little Book of the War* is a story of the Great War, written for children.

*WELLS, H. G.

**Short History of the World* (Macmillan, $4.00) 12-

This book is better for children than the longer *Outline of History* by Wells. The *Short History* is in a single volume, and is both comprehensive and interesting.

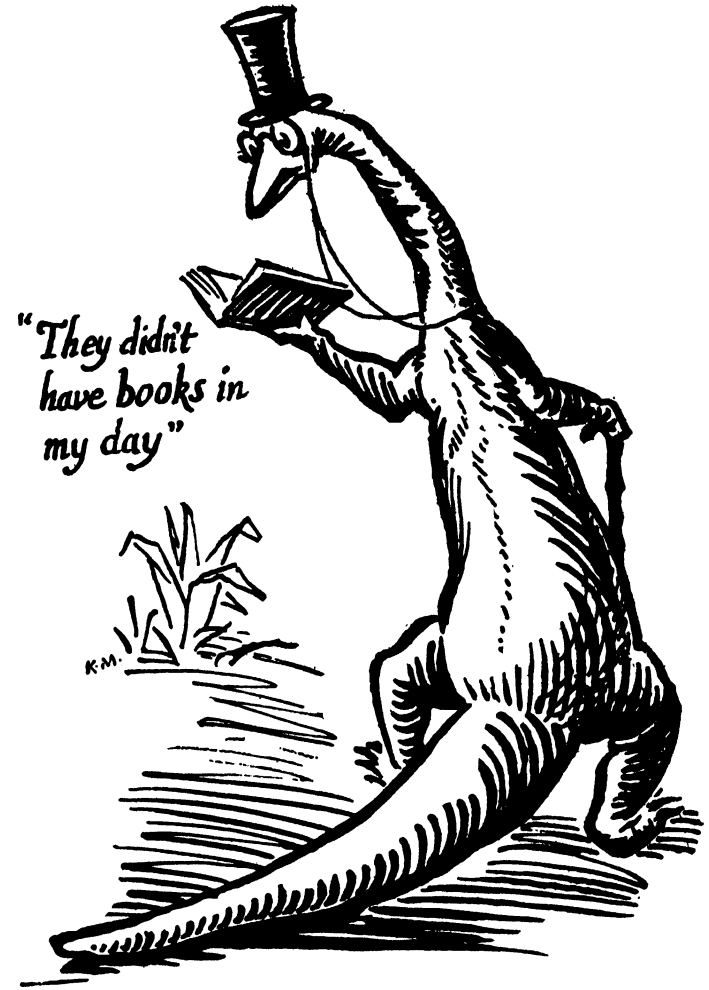
WHITE, JOHN S. (Editor)

Plutarch's Lives (Putnam, $2.50) 10-16

This is one of the best editions of the famous *Lives* written more than eighteen hundred years ago. Professor White has also edited for young folk parts of Herodotus' *History* and parts of Pliny's *Natural History*, both of which are also published by Putnam. All these books are excellent old classics and suitable for the reading of older children.

3. STORIES OF EARLY PEOPLES AND THE PROGRESS OF CIVILIZATION

Not all of the books in the following list are accurate historically, as a history of early peoples must necessarily mix legend with fact. They do contain, however, enough actual historical material to make them desirable for children's reading, and some of the books, such as Hillyer's, are extremely interesting and informational as well.



From W. Maxwell Reed, "The Earth for Sam," illustrated by Karl Moseley. (Harcourt, Brace & Co.)

ANDREWS, JANE

Ten Boys Who Lived on the Road from Long Ago Till Now (Ginn, 64 cents) 8-13

A book that has been very popular among children. It traces the progress of civilization by sketching the lives of ten boys, from an Aryan boy to a Yankee boy.

COFFMAN, RAMON

The Child's Story of the Human Race (Dodd, $2.00) 10-16

The format of this book is excellent for a child's reading. The type is large and clear, the illustrations profuse and carefully arranged, the margins wide, and the chapters subdivided into short sections. The material traces the history of the world from the earliest people to our own times, with great stress on personalities and human interest anecdotes. The style could be less choppy, but the fault is not overly disturbing.

HAPPOLD, F. CROSSFIELD

The Adventure of Man (Harcourt, $2.00) 11-

The history of mankind from earliest times to the present day. The style is lucid and precise, and the material —when it reaches the realms of proven history—seems painstakingly and carefully collected. Unfortunately, the size of type is too small, and although the illustrations are good, the format is uninteresting.

HILLYER, VIRGIL MORES

A Child's History of the World (Century, $3.50) 8-12

This is perhaps the simplest and most readable of the children's longer histories.

HOLBROOK, FLORENCE

Cave, Mound, and Lake Dwellers (Heath, 80 cents) 9-12

Stories of early peoples and of the beginnings of civilization. The early industries and the first ventures in commerce and trade are sketched. A good book for supplementary reading in the schools.

REED, W. MAXWELL
The Earth for Sam (Harcourt, $3.50) 10-16

A story for inquisitive little people. It tells of the fiery ball that cooled off, grew a skin, made itself a dress of green, was invaded (like a dog with fleas) by crawling things which, after long ages, evolved into the men and animals of to-day. The story is based on the best of scientific knowledge, is amusingly told, and well illustrated by photographs and sketches.

SMITH, DAVID E.
Number Stories of Long Ago (Ginn, 60 cents) 9-13

A storybook of arithmetic, telling of the way men learned to figure and to work out the principles of mathematics.

*VAN LOON, HENDRIK W.
**The Story of Mankind* (Liveright, $2.50) 10-
Ancient Man (Modern Library, 95 cents)

Because of their excellent illustrations and general attractive appearance, these books have met with great success among general readers; and because of their interesting and informational contents, they rank with the best for children. They will be enjoyed by any child old enough to appreciate the pictures and the text.

WELLS, H. G.
Short History of the World (Macmillan, $4.00) 12-

A book already listed in the previous section. It is as much a story of early peoples, however, as it is historical.

4. EXPLORATION AND BIG-GAME HUNTING

BRADLEY, MARY HASTINGS
Alice in Elephantland (Appleton, $2.50) 9-14

This is an unusual true story. Young Alice Bradley traveled with her parents to Africa, and her adventures among elephants, lions, and cannibals form the tale her mother tells here with simplicity and accuracy (with the exception of a few interesting literary touches). Alice herself, though only 9 years old, contributed the draw-

ings. This is a companion volume to *Alice in Jungleland*, a true account of Alice's first trip through the Congo when she was only 5 years old. Both books are out of the ordinary.

BRIDGES, T. C.

The Young Folks' Book of Discovery 11-16
(Little, $2.00)

A companion volume to *The Young Folks' Book of the Sea*. It traces the history of explorations from the travels of early Phœnicians to Amundsen's return from the South Pole in 1912. This is an unusually vivid account of explorers and the hardships they have suffered. The many illustrations, in color and black and white, form a story in themselves.

CUDAHY, JOHN

African Horizons (Duffield, $3.00) 12-

A narrative of big-game adventure and of exploration in Tanganyika. The book is entirely authentic, for the episodes it relates were chosen from the author's diary kept while abroad on behalf of the Milwaukee Museum. The book does not encompass many incidents, but it tells these few in engrossing fashion. The photographic illustrations are excellent.

ELIAS, E. L.

The Young Folks' Book of Polar Exploration 12-
(Little, $2.00)

A simple but comprehensive account of polar exploration from the first journeys northward down to the gallant struggles southward of Shackleton, Amundsen, and Scott. This book is not as lengthy and detailed as others in the field, but it is adequate, and it presents the triumphs and tragedies of the venturesome explorers in a sympathetic and historically accurate way.

*JOHNSON, MARTIN

**Safari* (Putnam, $5.00) 12-

Lion (Putnam, $5.00) 12-

Possibly no other writer of African adventure has achieved the popularity and renown of Martin Johnson. His writing is almost Lincolnesque in its conciseness and

omission of superfluities. Both *Safari* and *Lion* give a clear-cut, impressive picture of jungle and big-game trail. They are illustrated by superb photographs.

LORING, J. A.

African Adventure Stories (Scribner, $2.00) 10-14

Stories of travel, exploration, and hunting. Mr. Loring was one of Roosevelt's party in the African hunting expedition.

RASMUSSEN, KNUD

Across Arctic America (Putnam, $5.00) 12-

An impressive, extremely well-written account of an expedition from Greenland to the Pacific. The author-explorer was one of a group that excavated among the ruins of Eskimo civilizations at Danish Island. Later he took two Eskimo companions and traveled by dog sled across the continent to the Bering Sea. He shared the life of the people he met, and his observations on Eskimo history and present modes of living form the larger part of this book. His photographic illustrations are unusually clear and well planned.

SHACKLETON, SIR ERNEST

South (Macmillan, $2.50) 12-

An heroic tale of antarctic travel, Shackleton's last expedition from 1914 to 1917. For the older child who can appreciate a true epic, this book will give thrills in plenty.

STEFANSSON, VILHJALMUR

My Life with the Eskimo 13-
(Macmillan, Abridged Edition, $2.50)

The Friendly Arctic (Macmillan, $6.50) 13-

The Hunters of the Great North (Harcourt, $2.50) 11-

When Stefansson returned from his second expedition to the Arctic, he wrote his first book of observations, *My Life With the Eskimo.* He confessed later that enthusiasm and superficial study led to errors in this book. After his third trip, when he had spent ten winters and thirteen summers in the North, he wrote *The Friendly Arctic.* Both of these first two books are long and detailed, and

better suited to adult reading than to the child. His third book, however, *The Hunters of the Great North*, is a dramatic narrative, an epic that is supremely suited to children's interests. It was written in 1922, after fourteen years of Arctic observations, and it recounts his first impressions of the Eskimos, tempered by years of matured knowledge. In all three of the books scientific collections are described and actual photographs made on the expeditions are used as illustrations.

SYNGE, M. B.

A Book of Discovery (Putnam, $5.00) 11-

An attractive, well-printed book that traces the history of exploration from the earliest myths of the earth's beginnings, up through early maritime ventures in India, Arabia, and the northern seas, and finally reaches the day when Amundsen planted his flag on the South Pole. This book was written and printed in England, but the point of view is universal.

WILLIAMS, ARCHIBALD

Romance of Early Exploration 10-13
Romance of Modern Exploration 10-13
(Lippincott, $3.00 each)

Two instructive and interesting books on some of the important explorations that have been made in early and modern times.

5. BIOGRAPHIES AND PROFESSIONS

BALDWIN, JAMES

Four Great Americans (American Book, 64 cents) 8-12
An American Book of Golden Deeds 8-12
(American Book, 72 cents)

The first book contains accounts of the lives of Washington, Franklin, Webster, and Lincoln. The second tells of brave deeds performed by courageous Americans.

BOK, EDWARD

The Americanization of Edward Bok (Scribner, $1.00) 14-

The story of a busy man's life, interesting not only because of the events of his own career, but because he

speaks with such directness of the famous and important people whom he met from his early days onward. This book won the Pulitzer prize of 1920 for the best American biography teaching patriotic and unselfish services.

A Dutch Boy Fifty Years After (Scribner, 80 cents) 10-14

Adapted from the larger autobiography, *The Americanization of Edward Bok.* This smaller book is excellent for supplementary reading in the schools or the home. It is interesting and well written, and it gives an insight into the personal side of Americanization.

BOLTON, SARAH K.

Poor Boys Who Became Famous (Crowell, $2.00) 11-15

Girls Who Became Famous (Crowell, $2.00) 11-15

Short, spirited sketches of famous men and women.

CATHER, KATHERINE

Boyhood Stories of Famous Men 10-15

Girlhood Stories of Famous Women 10-15

(Century, $2.00 each)

Short biographies that are full of human interest; they are lively, and abound in anecdotes. The famous men and women chosen include names that are little known to our children: Thorwaldsen, Murillo, Chopin, Correggio, Dagmar of Denmark, Yolando of Aragon, and many others.

CLEMENS, SAMUEL L. (See TWAIN, MARK, pseud.)

CROCKETT, DAVID

Life of David Crockett (Burt, 65 cents) 12-15

Crockett's own story of his life, containing enough adventure to satisfy any boy.

CUSTER, ELIZABETH

Boots and Saddles (Harper, $2.00) 11-15

Custer's biography, written by his wife, Elizabeth. It is deservedly popular among boy readers. Its companion volume, *Following the Guidon,* gives further sketches of life in army posts, portraying the conditions under which Custer lived and died.

DARROW, FLOYD L.

Masters of Science and Invention (Harcourt, $2.25) 11-

Brief biographies of the men who have contributed to scientific accomplishments from early days until now. Any book of this kind must necessarily be sketchy and inadequate. No one short volume could thus trace the entire history of science and invention; but this book gives enough of what has been accomplished, to inspire young readers, and, possibly, to help them choose their own fields of work.

DEKRUIF, PAUL

Microbe Hunters (Harcourt, $3.50) 13-

Hunger Fighters (Harcourt, $3.00) 13-

The first recounts the more dramatic incidents in the lives of pioneer bacteriologists; the second tells of the men who made possible the world's food supplies. Each book is a single narrative in itself, with biographies of the scientists woven into one complete story. Because of their length and detail, these volumes may not always be read in entirety by children, but their drama and popular style have brought them into surprising prominence in juvenile libraries.

EASTMAN, CHARLES A.

Indian Boyhood (Little, $2.50) 9-14

The author is a Sioux Indian whose real name is Obiyesa. In this book he tells of his own childhood when he played and hunted in the forests with the other Indian children.

EATON, JEANETTE

A Daughter of the Seine (Harper, $2.50) 15-

The life of Madame Roland, wife of the French Minister of the Interior during the Revolution. The narrative deals intimately with the period from the fall of the Bastille in 1789 to the execution of Louis in 1793, and shows the political cross-currents which resulted in Louis' execution and the reign of terror—a period which writers of formal histories overlook in admiration of the more dramatic period of the reign of terror itself and the Napoleonic era which it ushered into being. Possibly this

book would not appeal to the average teen-age child, but to those with a taste for history it will seem unusually dramatic, picturesque, and colorful.

EGGLESTON, EDWARD

Stories of Great Americans for Little Americans 7-10
(American Book, 60 cents)

Pleasant anecdotes from the lives of famous men of America, written in a style especially appealing to the younger children.

*FRANKLIN, BENJAMIN

**Autobiography* 10-14

Franklin's autobiography has become one of the most widely read books in the language. It should be in every home and school library.

GILBERT, ARIADNE

More than Conquerors (Century, $2.00) 11-15

Biographies of such men as Pasteur, Phillips Brooks, Lincoln, etc. A good book.

HAGEDORN, HERMANN

Boys' Life of Theodore Roosevelt (Harper, $2.00) 11-15

This is one of the best of the biographies written of this famous American.

The Book of Courage (Winston, $2.50) 10-16

The lives and deeds of thirty of the world's great heroes, from Socrates to Lindbergh. The book is unusually inspiring, for Mr. Hagedorn succeeds in leaving with the reader an understanding of the indomitable spirit which guided and drove forward the men and women who chanced the impossible.

HAWTHORNE, NATHANIEL

Grandfather's Chair 10-12
Biographical Stories 10-12

True stories from the history of New England by one of the most distinguished of American authors.

HOLLAND, RUPERT S.

Historic Boyhoods (Macrae-Smith, $2.00) 11-16

These accounts include only the rather obvious and best-known names, but this does not detract from the book's interest for children who have had little similar reading. Included are Columbus, Daniel Boone, Lafayette, Lincoln, Napoleon, Dickens, Washington, and a medley of others.

Historic Girlhoods (Macrae-Smith, $2.00) 11-16

Included here are Pocahontas, Florence Nightingale, Priscilla Alden, Marie Antoinette, Dolly Madison, Jenny Lind, and others.

JEWETT, SOPHIE

God's Troubadour (Crowell, $2.00) 14-

Informal biography of Saint Francis of Assisi, illustrated by photographs of his native countryside, and reproductions of old prints and paintings. The style is lucid and gentle, and the accent of the narrative is all on Saint Francis' happy zest for the beauty of life and holiness.

JOHNSTON, MARY

1492 (Little, $2.50) 12-15

A portrait story of Columbus, told in a pleasing style.

KELLER, HELEN

The Story of My Life (Houghton, 44 cents) 11-15

A remarkable account of a remarkable life; the story of the famous deaf and blind girl who accomplished so much.

MADISON, LUCY F.

Joan of Arc (Penn, $3.50) 10-16

A popular form of a universally beloved story, direct and touching. The illustrations by Frank Schoonover are in the proper spirit, and are full of action, color, and vigorous effect.

MILLER, JOACHIM

Overland in a Covered Wagon (Appleton, $1.50) 11-

The story of a westward journey to Oregon and California, telling of pioneer life in the Middle West. Joachim Miller wrote this originally as the Introduction to a complete set of his poems; it is now published for the first time in easily accessible form. It is short and amazingly entertaining.

MONVEL, M. BOUTET DE

Joan of Arc (Century, $4.00) 8-11

One of the best presentations of the life of the warrior saint. The text is less like a book with illustrations than a series of beautiful severe paintings with a passage of animated explanation for each. Boutet de Monvel does for the children what Puvis de Chavannes does for the grown-ups; his paintings are chaste, reserved in color, strict in the use of line, and so satisfying in composition that even children are stirred by their classic grace. Aside from the story, therefore, this is an excellent book with which to begin a child's appreciation of art.

MOORES, CHARLES W.

The Story of Christopher Columbus (Houghton, $1.50) 10-14

The Life of Abraham Lincoln (Houghton, $1.35) 10-14

Two excellent biographies written in an entertaining style.

MORAN, THOMAS F.

American Presidents (Crowell, $2.50) 11-15

Accounts of each of the American presidents. Good for supplementary reading in the schools.

MOSES, BELLE

Louisa May Alcott (Appleton, $1.75) 11-15

This book interests quite young readers, and is, indeed, an ideal type of literary biography.

MUIR, JOHN

Story of My Boyhood and Youth (Houghton, $3.50) 12-15

The Boyhood of a Naturalist (Houghton, 44 cents) 12-15

The second book consists of selected chapters from the first. This is a most interesting autobiography of a famous naturalist. The author tells of ingenious arrangements he fixed up in his home, and of his happy play life.

*NICOLAY, HELEN

**Boys' Life of Abraham Lincoln* (Century, $1.75) 11-15

Based on the detailed life of Lincoln written by Nicolay and Hay. This is a particularly fine biography.

PAINE, ALBERT BIGELOW

The Girl in White Armor (Macmillan, $1.50) 12-16

The story of Joan of Arc for young people. This is considered by many critics the finest of the Saint Joan biographies. It is written with care and accuracy as to historic detail. Every episode recorded is stated by the author to be taken from sworn testimony given at the Maid's two trials. The illustrations are photographic reproductions of the scenes in her life. The book is written with feeling, but not sentimentality; narration, but not fiction.

Boys' Life of Mark Twain (Harper, $2.00) 11-15

An excellent book for the boy or girl who is beginning to read the books of Mark Twain.

PARKMAN, MARY R.

Heroes of To-day (Century, $2.00) 11-15

Heroines of Service (Century, $2.00) 11-15

The first contains short sketches of eminent modern men such as Muir, Riis, Hoover, etc. The second deals with famous women: Jane Addams, Frances Willard, etc.

PARTON, JAMES

Captains of Industry (Houghton, 44 cents) 11-15

Sketches of business men who did something besides make money. A good book for the older child who is interested in industry.

RICHARDS, LAURA E.

Abigail Adams and Her Times (Appleton, $1.75) 11-15

Florence Nightingale, the Angel of the Crimea (Appleton, $1.75) 11-15

Excellent biographies of two famous women.

From Stewart Edward White, "Daniel Boone, Wilderness Scout," illustrated by James Daugherty. (Doubleday, Doran & Co.)

RIIS, JACOB

Making of an American (Macmillan, $2.50) 11-16

With a preface by Theodore Roosevelt. This autobiography has been popular with older boys and girls. It is a splendid story of a splendid man.

ROOSEVELT, THEODORE

Letters to His Children (Scribner, $2.00) 11-15

Autobiography (Scribner, $2.50) 11-15

Roosevelt's *Letters to His Children* have been surprisingly popular among boys and girls.

SCUDDER, HORACE E.

George Washington (Houghton, 56 cents) 10-14

Scudder's Life of Washington is well known to parents and teachers, and it is generally enjoyed by children.

SMITH, BESSIE WHITE

The Boyhoods of the Presidents (Lothrop, $2.50) 9-16

A book to inspire the boy who dreams of becoming President "some day." Over half of our nation's chief executives, we learn, came from humble birthplaces. Teachers will find this book useful, though its literary style may be open to mild criticism.

SUGIMOTO, ETSU INAGAKI

A Daughter of the Samurai (Doubleday, $3.00) 12-

The biography of a Japanese girl, written with rare feeling and literary skill. Christopher Morley said of this book, "I have a secret notion it will go on for years and years making friends for itself and for the brave woman who wrote it, and also—this would please her most—friends for Japan." Madame Sugimoto tells of her childhood in Japan, her journey to America to marry a young merchant, and her return to Japan, a widow with two small daughters. A delicious humor runs through the entire account.

TWAIN, MARK, pseud.

Joan of Arc 12-

Clemens feared that because he always wrote facetiously, no one would take this book seriously, though it was meant to be a sober study of the famous French heroine. The intense earnestness of the style, and the reverent chivalry with which he portrays his famous heroine have, however, made this work take its rightful place. It has a wide circulation among children and adults.

WASHINGTON, BOOKER T.

Up from Slavery (Doubleday, $2.00) 12-15

A famous book in which the greatest of our negro leaders recounts the story of his life.

WHITE, STEWART EDWARD

Daniel Boone, Wilderness Scout 10-16
(Doubleday, $1.75)

The exploits of the famous frontiersman, Daniel Boone, are recounted with a colorful background of Indian life

and pioneer activity. The scenes are so picturesque, the narrative so engrossing that the character of Daniel Boone emerges as one of the most forceful in our country's history. A more expensive edition of this book is published, with illustrations in color and black and white by James Daugherty.

WILDMAN, E.

Famous Leaders of Industry (Series I and II) (Page, $2.00 each vol.) 11-16

Life stories of boys who have succeeded. Ford, Edison, Armour, Eastman, and many others are included.

Famous Leaders of Character (Page, $2.00) 11-16

Accounts of great Americans from the latter half of the nineteenth century. Presidents, writers, scholars, and military leaders are included. A book well worth reading.

The Founders of America (Page, $2.00) 11-16

A series of sketches telling of the great men who have worked toward the building up of our country. Their personalities and accomplishments are reviewed in a bright, entertaining way.

YONGE, CHARLOTTE M.

Book of Golden Deeds (Macmillan, $1.75) 11-15

Stories of famous heroic deeds.

6. TRAVEL—UNITED STATES

Books on travel and life in the United States have been written almost entirely in biographical or historical form. The best of them have, therefore, been listed in Sections 1 and 5 of this chapter. The few books given below are of a general nature, and, with the exception of Twain's *Roughing It*, they are not as interesting to children as the books on American life found in the biographical and historical sections. Moreover, the following books are only for older children.

LIVERIGHT (Publisher)

These United States (Liveright, $5.50—2 vols.) 13-

Different authors have each written a chapter for these books. Mary Austin writes about Arizona, "The Land of Joyous Adventure"; William Allen White discusses Kansas, "A Puritan Survival"; and others write about the states they know best.

LUMMIS, CHARLES F.

Mesa, Canyon, and Pueblo (Century, $5.00) 11-

The great Southwest described in a colorful, interesting way. A new, enlarged edition is now out.

PARKMAN, FRANCIS

The Oregon Trail 11-15

This book portrays the beginnings of western development in the United States. *The Oregon Trail* is a splendid book; the narrative and descriptive elements are of a high literary quality, and the historical accuracy of the record is unquestioned.

PRICE, OVERTON

The Land We Live In (Dodd, $2.50) 11-

A book that should be in every school library. It teaches the conservation of our national resources: forests and streams, mines and soil, and our rapidly vanishing wild game. It takes the young reader on trips through forests abroad and at home, through farms and ranges, through mines and along river banks, and through the hunting grounds of animals. Although it is written for youth, this book might be well read with profit by every American.

ROOSEVELT, THEODORE

Ranch Life and Hunting Trail (Century, $5.00) 11-

A book of the Western trail and plain; illustrated with ninety-four pictures by Frederick Remington. Roosevelt wrote entertainingly, and many of his books are well liked by older children.

STREET, JULIAN

Abroad at Home (Century, $5.00) 12-

American Adventures (Century, $5.00) 12-

Two long volumes of experiences, adventures, and impressions of two travelers in America. *Abroad at Home* may also be obtained in the Star Dollar Series.

TOMLINSON, E. T.

Places Young Americans Want to Know (Appleton, $2.50) 10-14

Places of renown and importance in the United States that children should know about.

*TWAIN, MARK, pseud.

**Roughing It* 11-

Probably the most entertaining book of American travel that has yet been written. Clemens tells, in his most picturesque and humorous style, of his travel experiences at the time of the beginnings of western expansion. As usual with Clemens, he filled in from his own vivid imagination certain adventures the real travel may have lacked.

7. OTHER COUNTRIES AND THEIR PEOPLE

ANDREWS, JANE

The Seven Little Sisters (Ginn, 64 cents) 7-10

Each and All (Ginn, 64 cents) 7-10

Two little books that appeal to younger children. They tell of child life in many lands, and show that all girls, whatever their race or home, are "sisters under the skin."

BATES, KATHERINE L.

In Sunny Spain (Dutton, $2.00) 9-12

A bright presentation of child life in Spain.

CAMMAERTS, EMILE and T.

A Boy of Bruges (Dutton, $2.00) 9-12

A description of child life in Belgium; a readable and entertaining book for the grade youngsters.

From V. M. Hillyer, "A Child's Geography of the World," illustrated by Mary Sherwood Wright Jones. (The Century Co.)

COLUM, PADRAIC

A Boy in Eirinn (Dutton, $2.00) 9-12

A story of boy life in Ireland, written in Colum's vivacious style.

DAVIES, E. C.

A Boy in Serbia (Crowell, $1.35) 10-14

A delightful story of child life. It is so quietly written, with no attempt at over-coloring its simple scenes, that it stands out among books of its kind. The story weaves folklore into its pastoral setting, which gives an added charm to the biography.

DODGE, MARY MAPES

The Land of Pluck (Century, $1.75) 10-14

Charming stories and sketches of Holland. This book is not as well known as the author's *Hans Brinker* (listed under fiction), but it is written with the same life and charm that has made *Hans* a favorite.

FAIRGRIEVE, JAMES, and YOUNG, ERNEST

Human Geography Books, 6 vols. (Appleton) 6-16

These are primarily school books, but they are so entertainingly written and so well illustrated that they are equally desirable for the home library. The titles, as given below, are self-explanatory, and, as may be seen, the set forms a complete study of the world.

Book One—*Children of Many Lands* (72 cents)	6- 9
Book Two—*Homes Far Away* (80 cents)	7- 9
Book Three—*The World* (96 cents)	8-11
Book Four—*The United States* ($1.12)	8-12
Book Five—*The New World and the Old* ($1.16)	10-15
Book Six—*Europe and the British Isles* ($1.20)	11-16

FRANCK, HARRY A.

Working My Way around the World (Century, $2.00) 9-17

An abridged edition of *A Vagabond Journey around the World.* Franck has been called the "Prince of Vagabonds." He has gone everywhere, working his way, and writing of his experiences in a colorful style. Other books by this author are: *Working North from Patagonia, Roaming through the West Indies, Tramping through Mexico, Guatemala and Honduras, Vagabonding down the Andes, Four Months Afoot in Spain,* and *Zone Policeman*

88. Some of these books are rather too mature in style for children's reading, but all are interesting. Mr. Franck has written only one book intended for children—*Marco Polo, Junior*—a boy's adventures in China.

GAINES, RUTH
Treasure Flower (Dutton, $2.00) 8-12

Child life in Japan, written in much the same style as *The Village Shield,* listed below. Interesting to children.

GAINES, RUTH, and READ, G. W.
The Village Shield (Dutton, $2.00) 8-12

An interesting book describing child life in Mexico.

GREEN, EMMA M.
The Laird of Glentyre (Dutton, $2.00) 9-12

A book belonging to the same series as the last two listed. This one describes child life in Scotland.

*HILLYER, V. M.
**A Child's Geography of the World* (Century, $3.50) 7-12

A book for very little people, when their inquisitive "Why's?" get beyond parents' knowledge and patience. Where is Siberia? Where are the bats as big as eagles? These are easy questions to Mr. Hillyer, who has an amazing store of answers for seemingly unanswerable questions. The book is a connected narrative of world travel, with spots of delicious humor, and it acquaints the child as painlessly as possible with the continents, oceans, peoples, and all things that lie "beyond the horizon from Kalamazoo to Timbuctu."

HUNTINGTON, ELLSWORTH
The Human Habitat (Van Nostrand, $3.00) 13-

A most unusual book; probably the only one of its kind, and surely the best, for Mr. Huntington not only writes with authority but also with a literary skill that is seldom possessed by scientists. His book is a complete study of human geography—the distribution of man as influenced by climatic conditions. While not designed as a work for children, yet its clearness, originality, and anecdotal form will certainly appeal to many.

LOTHROP (Publishers)

Children of Other Lands Books . 9-16
(Lothrop, $1.25 each vol.)

A group of books started many years ago, which probably gives as accurate a picture of life in other countries as any similar group in print. Each book was written by a man or woman who actually lived the life described. A school library would make no mistake in putting the whole set on its shelves. The books are as follows:

When I Was a Boy in China, by Yan Phou Lee.
When I Was a Girl in Italy, by Marietta Ambrosi.
When I Was a Boy in Japan, by Sakae Shioya.
When I Was a Boy in Greece, by George Demetrios.
When I Was a Boy in Palestine, by Mousa J. Kaleel.
When I was a Boy in Belgium, by Robert Jonckheere.
When I was a Boy in Russia, by Vladimir De Bogory Mokrievitch.
When I Was a Boy in Roumania, by Dr. J. S. Van Teslaar.
When I Was a Girl in Holland, by Cornelia de Groot.
When I Was a Girl in Mexico, by Mercedes Godoy.
When I Was a Girl in Iceland, by Holmfridur Arnadottir.
When I was a Boy in Persia, by Youel B. Mirza.
(A similar book by this author is *Myself When Young: A Boy in Persia,* published by Doubleday, Doran.)
When I was a Boy in Scotland, by George McPherson Hunter.
When I Was a Boy in Norway, by John O. Hall.
When I Was a Girl in Switzerland, by S. Louise Patteson.
When I Was a Boy in Denmark, by H. Trolle-Steenstrup.
When I Was a Boy in India, by Satyananda Roy.
When I Was a Boy in Turkey, by Ahmed Sabri Bey.
When I Was a Girl in France, by Georgette Beuret.
When I Was a Boy in Armenia, by Manoog Der Alexanian.
When I Was a Girl in Sweden, by Anna-Mia Hertzman.
When I Was a Boy in Korea, by Ilhan New.

MACMILLAN (Publisher)

Peeps at Many Lands (Macmillan, $1.25 each vol.) 7-12

This is perhaps the best of the travel series for younger children. It may be secured either in separate volumes, each book dealing with two different countries, or in large volumes of collected books. The illustrations are excellent, and the style very pleasing to children.

From Youel B. Mirza, "Myself When Young: A Boy in Persia," illustrated by Theodore Nadajen. (Doubleday, Doran & Co.)

MEIKLEJOHN, NANNINE

The Cart of Many Colors (Dutton, $2.00) 8-12

A bright description of child life in Italy.

MILLER, OLIVE THORNE

Little People of Asia (Dutton, $3.00) 8-12

An attractive and interesting book of child life in Asia.

MITTON, G. E.

Book of London for Young People 9-13
(Macmillan, $2.00)

This is one of the best descriptions of London for young readers. It entertains while it informs.

PECK, ANNE MERRIMAN

Storybook Europe (Harper, $2.50) 13-

An unusual "guide-book" to Europe. Miss Peck has tried, as she says, to describe from her own journeyings "some of the joyous and interesting things" the traveler may see and do. She writes with an enthusiasm that is extremely infectious.

PEARY, JOSEPHINE

The Snow Baby (Stokes, $2.50) 6-10

Children of the Arctic (Stokes, $2.50) 6-10

The fascinating true story of Marie Peary's birth and early life in the extreme north. Full of interest for the child who likes to know about the strange surroundings and habits of children in foreign places. Told in warm, unaffected style. The second book is given added zest by the insertion of passages from the letters and diary of Ah-ni-ghi-to, or Marie, herself, when at the age of ten she revisited the northern seas.

PERKINS, LUCY F.

The Twin Series (Houghton, 88 cents each vol.) 4-12

A graded series of geographical readers that has come to be used extensively in the schools. They are not considered as good as Macmillan's *Peeps at Many Lands*, but they are better than the "Little Cousin" Series. Children enjoy the books in the "Twin" series, as they are written in a pleasing style and are well illustrated. The titles of the books, in order of age to which they appeal, are as follows:

The Dutch Twins Primer	4- 6
The Eskimo Twins	5- 9
The Dutch Twins	5- 9
The Japanese Twins	8-10
The Irish Twins	9-11
The Scotch Twins	9-12
The Mexican Twins	9-12
The Belgian Twins	9-12
The French Twins	10-12
The Italian Twins	10-12

SHERWOOD, F. A.
Glimpses of South America (Century, $4.00) 13-

A well illustrated book of travel; not suitable, however, for younger children.

CHAPTER XVI

NATURE

1. *Mammals, Amphibians, and Reptiles*
2. *Birds*
3. *Insects*
4. *Plants and Flowers*
5. *Trees*
6. *Aquatic Life*
7. *Minerals, Rocks, and Metals*
8. *Camping and Woodcraft*

Books marked with a star represent the best in each section

1. MAMMALS, AMPHIBIANS, AND REPTILES

BEEBE, WILLIAM

Jungle Days (Putnam, $3.00) 10-
Edge of the Jungle (Holt, $2.50) 10-
Jungle Peace (Holt, $2.50) 10-

Wild life in the back-country of British Guiana.

BOSTOCK, F. S.

The Training of Wild Animals (Century, $1.75) 9-14

Stories of the training of wild animals, how they may be taught to do tricks, how they act in captivity, what attitude trainers must take, etc. Well illustrated. The writer, a trainer of wild animals, knows his subject.

BURGESS, THORNTON

The Burgess Animal Book for Children 7-12
(Little, $3.00)

This is one of the most popular of the animal books for younger children. It is not natural science, as the

animals are given speech and human characteristics as they are in the Peter Rabbit books, but the book is a good introduction to more scientific works. Little children always enjoy it, and its illustrations alone would make it worth while.

BURROUGHS, JOHN

Squirrels and Other Fur-Bearers (Houghton, 92 cents) 9-13

Everything written by this famous naturalist is excellent. This little book is particularly good for supplementary reading in the schools.

DEMING, MRS. THERESE

American Animal Life (Stokes, $3.00) 4-10

An animal book that young children will enjoy, well illustrated by Edwin Deming. It contains several entertaining and accurate stories. This book is also published in two separate volumes—*Animal Folk of Wood and Plain*, and *Four-Footed Wilderness People*.

DITMARS, RAYMOND L.

Reptiles of the World (Macmillan, $4.00) 10-16

Dr. Ditmars has been the Curator of Reptiles and Assistant Curator of Mammals in the N. Y. Zoölogical Park, so his books are the result of real knowledge and practical experience. The *Reptiles of the World* deals with "tortoises, turtles, crocodilians, lizards and snakes of the Eastern and Western hemispheres."

FABRE, JEAN HENRI

Animal Life in Field and Garden (Century, $2.50) 9-16

Our Humble Helpers (Century, $2.50) 9-16

If a child has no special interest in natural science, and shows no curiosity regarding nature and animal life, there is no better writer to awaken his interest than Fabre. This great French scientist is a genius at writing scientific facts in such a fascinating way that they read like the most entertaining of storybooks. In the two books named above, the author writes in his usual charming style about the animal life we see about us every day. His long series of books on insects is given in a later classification. (See p. 271.)

*HORNADAY, WILLIAM T.

**The American Natural History* (Scribner, $5.00) 10-16

This is one of the standard books on American natural science. It is profusely illustrated with drawings and photographs and contains descriptive material and information regarding reptiles, birds, fishes, and mammals.

Besides this large work, Scribner also publishes for this author *The Minds and Manners of Wild Animals, Tales from Nature's Wonderland; Taxidermy and Zoölogical Collecting*, a handbook for collectors, and *Two Years in the Jungle.* The last named book is most fascinating reading for the older boy.

HUDSON, W. H.

Book of the Naturalist (Dutton, $3.00) 12-16

Written in Hudson's excellent style, and telling of the simple everyday things of nature in such a way that the most commonplace fact assumes an undiscovered interest and beauty.

INGERSOLL, ERNEST

Wild Neighbors (Macmillan, $1.25) 13-16

Animal Competitors (Macmillan, $2.25) 13-16

Studies in natural history made by a careful naturalist. The illustrations are good, the text interesting, and the facts accurate.

KEARTON, R.

Wild Nature's Ways (Funk & Wagnalls, $2.00) 13-16

This book is both valuable and entertaining, especially for the child who has already developed an interest in nature study. The illustrations, reproduced from photographs, are beautiful.

MOSELEY, EDWIN L.

Our Wild Animals (Appleton, $1.75) 10-16

A book that gives accurate and intelligent information on the woods creatures, little and big, that are found in the United States. Squirrels, beavers, moles, bison, bears, weasels, and over fifty other common animals are described. The illustrations are excellent, taken mostly from the American and the Field Museums of Natural History.

ROGERS, JULIA ELLEN
Wild Animals Every Child Should Know (Grosset & Dunlap, $1.00) 9-12

An interesting and attractive book on wild animals that has proved to be popular with children.

SCHWARTZ, JULIA A.
Wilderness Babies (Little, $1.75) 9-13

A description of the young of sixteen familiar animals.

SELOUS, EDMUND
Romance of the Animal World (Lippincott, $3.00) 10-15

One of the Lippincott Library of Romance Series; an excellent group of books. This volume tells of animals in a graphic, story-telling style that engages the attention of children.

SMITH, FRED
The World of Animal Life (Barse, $3.00) 8-16

A complete encyclopedia of animal life, with pictures to illustrate each class of animals. There are 424 pages of concise descriptions, useful to teachers and parents and entertaining to children. Even very little children can use this book, if only as a picture book.

TALBOT, ETHEL
The Story of Natural History (Nelson, $2.00) 5-11

A splendid book for the younger child. The print and illustrations are exceptionally good, and the material in the book is excellent.

THOMSON, J. ARTHUR
Natural History Studies (Holt, $2.00) 10-16

A collection of stories and sketches of animal life and nature studies. *The Secrets of Animal Life,* by the same author, is also good.

2. BIRDS

The bird books given in this section are of two kinds: one, the handbooks or pocket field books for the child to take with him to the woods and fields to use for identifying the birds as he sees them; the other, the books of general bird literature that describe the lives and habits of the different birds. These two kinds of books are not separated in the list, as many of the books are a combination of the two types. In the annotations, the nature of each book is explained, and parents and teachers who use this list should be sure that they are not selecting a pocket guide when they wish a fuller text.

ALLEN, ARTHUR A.

The Book of Bird Life (Van Nostrand, $3.00) 11-

Dr. Allen, who is Professor of Ornithology at Cornell University, has written this book in a style to delight the casual reader as well as the book lover. He surveys American and Canadian birds, and tells of their plumage, mating, care of young, and migration. In addition, he adds over a hundred pages of suggestions for bird study: how to attract and photograph birds, how to learn their songs and to keep them as pets. This is a scholarly book, but written so agreeably that it should open to many indifferent folk a new and delightful field.

BALL, ALICE E.

A Year with the Birds (Dodd, $3.50) 9-15

Bird Biographies (Dodd, $5.00) 9-15

Two books of a general descriptive nature, with many good illustrations in color.

BLANCHAN, NELTJE

Birds That Hunt and Are Hunted (Doubleday, $4.00) 8-15

Bird Neighbors (Doubleday, $4.00) 8-15

These books are enjoyable and well written, and the child will read them as much for entertainment as for instruction. They are made especially valuable by splendid colored illustrations.

BURGESS, THORNTON

The Burgess Bird Book for Children (Little, $3.00) 4-10

A good book to interest the younger children in birds. This companion volume to the *Burgess Animal Book* is especially attractive because of the illustrations by Fuertes.

BURROUGHS, JOHN

Bird Stories from Burroughs (Houghton, $1.00) 10-16

A charming book of sketches of bird life written by a world-famous naturalist. Illustrated by Louis Fuertes.

From Frank M. Chapman, "The Travels of Birds," illustrated by the author. (D. Appleton & Co.)

CHAPMAN, FRANK M.

Bird Life (Appleton, $5.00) 10-16

The Travels of Birds (Appleton, 76 cents) 10-16

Handbook of Birds of Eastern North America (Appleton, $4.00) 10-16

These three volumes are among the best of our American bird books. The first, *Bird Life*, a guide to the study of common birds, is illustrated with seventy-five full page

colored plates and numerous drawings by Ernest Thompson Seton. The second, *Travels,* is a small, inexpensive volume telling of the migrations of birds and their travel habits. The *Handbook* is a complete manual for the Eastern student.

What Bird is That? (Appleton, $1.50) 11-16

A manual of the land birds of the Eastern United States. A useful guide, well illustrated in colors.

GILMORE, ALBERT F.

Birds of Field, Forest and Park (Page, $3.50) 11-16

A good descriptive account of about 150 varieties of American birds. The conditions under which each bird is found, and its habits, plumage, and song, are given. This author has also written *Birds Through the Year.*

HUDSON, W. H.

Adventures among Birds (Dutton, $3.00) 14-

Exquisite word pictures of birds, written in Hudson's inimitable style. The child who is interested in bird life and who has a discriminating literary taste will derive a great deal of enjoyment from this book. *Birds in Town and Village* is another excellent book by this author.

*MILLER, OLIVE THORNE

**Children's Book of Birds* (Houghton, $3.00) 8-13

This book is also published in two separate volumes, *The First Book of Birds* and *The Second Book of Birds.* Mrs. Miller enjoys an enviable reputation among nature writers. Her work possesses an exceptionally fine literary quality which distinguishes her books from the purely descriptive and instructive manuals of bird life. Besides the large work mentioned, she has also written *True Bird Stories, Four-Handed Folk, The Bird Our Brother, Bird Ways, In Nesting Time, Little Brothers of the Air, A Bird Lover in the West* and *Upon the Tree Tops,* all of which are suitable for use in the grades.

PATCH, EDITH M.

Bird Stories (Atlantic Monthly Press, $1.50) 8-12

Charming bird biographies, written by an ornithologist whose scientific accuracy is unquestioned. Children nine or ten years of age are sure to like this book.

REED, C. A.

Western Bird Guide (Doubleday, $1.75)
Land Birds East of the Rockies (Doubleday, $1.25)
Water and Game Birds (Doubleday, $1.25)

Standard pocket guides for identifying birds. These are among the most widely used of all the pocket guides. They are bound in strong imitation leather, and are shaped to fit an ordinary pocket. The coloring of the illustrations is not all that could be desired, but it is exact enough to make easy identification possible.

3. INSECTS AND SPIDERS

BEARD, DANIEL C.

American Boys' Book of Bugs, Butterflies and Beetles (Lippincott, $3.00) 10-16

An excellent book for both boys and girls, well written and well illustrated.

CLARK, G. GLENWOOD

Tiny Toilers and Their Works (Century, $1.75) 9-14

The lives and work of ants, spiders, and other insects, told in story form.

*COMSTOCK, A. B. and J. H.

Ways of the Six-Footed (Slingerland-Comstock, $1.00) 12-
**Insect Life* (Appleton, $4.00) 12-
How to Know the Butterflies (Slingerland-Comstock, $3.50) 12-

Prof. and Mrs. Comstock are both well-known scientists, and their work carries weight of authority. The book on butterflies is a manual and field book for use in the East. The books on insect life give classifications, habits, surroundings, and directions for collecting. Besides these volumes the Comstocks also publish textbooks on entomology and nature study.

*FABRE, JEAN HENRI

Social Life in the Insect World (Century, $4.00) 9-15

The Wonders of Instinct (Century, $4.00) 9-15
The Life of the Spider (Dodd, $2.50) 9-15
The Life of the Fly (Dodd, $2.50) 9-15
The Mason Bees (Dodd, $2.50) 9-15
Bramble-Bees and Others (Dodd, $2.50) 9-15
The Hunting Wasps (Dodd, $2.50) 9-15
The Life of the Caterpillar (Dodd, $2.50) 9-15
The Life of the Grasshopper (Dodd, $2.50) 9-15
The Sacred Beetle and Others (Dodd, $2.50) 9-15
The Glow-Worm and Other Beetles (Dodd, $2.50) 9-15
More Hunting Wasps (Dodd, $2.50) 9-15
The Life of the Weevil (Dodd, $2.50) 9-15
More Beetles (Dodd, $2.50) 9-15
The Life of the Scorpion (Dodd, $2.50) 9-15
Insect Adventures (Dodd, $2.50) 9-15
**Fabre's Book of Insects* (Dodd, $5.00) 9-15

No scientist in England or America has presented the facts of the physical and natural sciences as interestingly as has this remarkable French scholar. His work exemplifies what is most desirable in children's books. He popularizes his subjects without making his treatment too unscientific; and his style is so well suited to children that he teaches the most important facts of science without being either over-technical or over-childish. Other books by Fabre will be mentioned in connection with other subjects.

HAWKSWORTH, HALLAM

The Clever Little People with Six Legs 8-15
(Scribner, $1.60)

This is not an extensive study of insects, but it is interesting reading and as such may provoke the child to deeper study. It relates the activities of insects in a style that is entertaining as well as informational.

HOLLAND, DR. W. J.

The Butterfly Book (Doubleday, $5.00) 12-

This is one of the standard books for the study of butterflies and caterpillars. Nearly a thousand species of butterflies are illustrated and discussed, and their capture and preservation described.

KELLOGG, VERNON

Insect Stories (Appleton, $2.00) 9-14

Dr. Kellogg's remarkable insect stories make the best kind of supplementary school reading. They are extremely interesting, written in narrative form, and teach many more facts about insects than the child would ever learn from a school course or a textbook. His *Insect Stories* are excellent for supplementary reading in the fourth or fifth grades.

LYON, D. E.

How to Keep Bees for Profit (Macmillan, $1.75) 14-

The history and habits of bees, and practical suggestions for their keeping.

MORLEY, MARGARET W.

The Bee People (McClurg, $1.50) 6-10

A short simple account of the activities and life cycle of the common honey bees. The book was written for quite little people, and it has been successful with them.

PATCH, EDITH M.

Hexapod Stories (Atlantic Monthly Press, $1.50) 6-9

Twelve stories about six-footed insects, told very simply for young children. The writer is a well-known scientist.

Holiday Meadow (Macmillan, $2.00) 7-10

Holiday Pond (Macmillan, $2.00) 7-10

Natural history studies of the animals and insects that live in the meadow and pond. No attempt is made to have them talk and act like human beings; they are shown in their natural habitat, doing exactly what any boy or girl will find them doing if he visits a meadow or pond to seek them out. Such books as these are good aids in developing the child's keenness of observation.

PATTERSON, ALICE J.

The Spinner Family (McClurg, $1.75) 11-16

An engaging and accurate account of the common spiders. Well illustrated.

ROBERTSON-MILLER, ELLEN
Butterfly and Moth Book (Scribner, $2.50) 11-

Studies and observations made by the author on the more familiar species of butterflies and moths. Photographic illustrations.

SELOUS, EDMUND
Romance of Insect Life (Lippincott, $3.00) 10-15

The story of insect life told in a happy and interesting narrative style.

WEED, CLARENCE M.
Insect Ways (Appleton, $2.50) 10-

For the young naturalist this book will prove a delightful mine of information, and for all young readers it should provide easily assimilable knowledge. Mr. Weed treats his insect subjects in an anecdotal fashion, narrating the life stories of butterflies and moths, grasshoppers, wasps, bees, and some of the strange creatures we know less about. The book is profusely and excellently illustrated.

4. PLANTS AND FLOWERS

*BURGESS, THORNTON
**The Burgess Flower Book for Children* 5-9
(Little, $3.00)

A companion volume to the Burgess animal and bird books, but in many respects superior to either. Beautifully illustrated. An excellent work.

DANA, FRANCES T.
How to Know the Ferns (Scribner, $2.50) 10-
How to Know the Wild Flowers (Scribner, $3.00) 10-
Plants and Their Children 10-
(American Book, 76 cents)

The first two are among the best guides to the names, haunts, and habits of the common ferns and wild flowers. These are very helpful books for identifying different

From Julie Closson Kenly, "Green Magic," illustrated by Edna M. Reindel. (D. Appleton & Co.)

species in the field and woods. The illustrations are good and the descriptive material is clear and comprehensive. The last book, *Plants and Their Children* is an account of plant life that is sure to interest the younger children.

DUNHAM, EDITH

Fifty Flower Friends with Familiar Faces (Lothrop, $2.00) 11-15

A field book for children to guide them in finding and recognizing the common wild flowers.

FABRE, JEAN HENRI

Field, Forest, and Farm (Century, $2.50) 9-14

Another of the splendid books of this famous French scientist. *Field, Forest, and Farm* tells of gardening and fruit culture.

FULLERTON, E. L.

Book of the Home Garden (Appleton, $2.50) 13-

A series of articles on gardening originally published in the *Country Gentleman*. The descriptions and directions are explicit and simple enough for the child reader to understand and follow. Well illustrated and thoroughly indexed.

KEELER, HARRIET L.

The Wayside Flowers of Summer (Scribner, $2.00) 13-
Our Northern Autumn (Scribner, $2.00) 13-
Our Early Wild Flowers (Scribner, $2.00) 13-
Our Garden Flowers (Scribner, $3.00) 13-
Our Northern Shrubs and How to Identify Them (Scribner, $3.00) 13-

Very helpful books for the study of flowers and shrubs. All of them are well illustrated, and the text is entertaining and accurate.

KENLY, JULIE CLOSSON

Green Magic (Appleton, $2.50) 10-15

An entertaining and instructive book that tells of seeds, roots, stems, leaves, and flowers—all the sprouting, growing "green magic" of nature. The author writes with a

spontaneous enthusiasm that should spur readers on to keener observation and enjoyment of plants.

KING, CAROLINE B.

Rosemary Makes a Garden (Penn, $2.00) 10-

A simple manual of gardening. With the enthusiastic Rosemary, the young reader learns how to plan and plant an alluring garden of wild and cultivated flowers. The narrative style of the book is very good.

MATHEWS, F. S.

Field Book of American Wild Flowers (Putnam, $3.50) 12-

A manual of wild flowers, for the child's use in the fields and woods.

Book of Wild Flowers for Young People (Putnam, $3.00) 12-

In the form of familiar talks, the author describes the wild flowers for each month, beginning with April. Well illustrated.

REED, C. A.

Flower Guide—Wild Flowers East of the Rockies (Doubleday, $1.25)

Western Flower Guide (Doubleday, $1.75)

Standard field books, bound in strong imitation leather. They are of a handy size to slip into the pocket for use in the fields and woods. Fully illustrated and carefully arranged for easy identification.

STACK, FREDERICK W.

Wild Flowers Every Child Should Know (Grosset & Dunlap, $1.00) 9-12

One of the best of the non-technical books to introduce children to the wonders of wild flowers.

THOMAS, H. H.

Cassell's Guide to Gardening (Funk & Wagnalls, $2.50) 12-

Gardening Difficulties Solved 12-
(Funk & Wagnalls, $1.25)

Garden Work for Every Day 12-
(Funk & Wagnalls, $1.25)

Round the Year in the Garden 12-
(Funk & Wagnalls, $2.50)

Vegetable Growing for Amateurs 12-
(Funk & Wagnalls, 75 cents)

Mr. Thomas, editor of *The Gardener*, has written books on every phase of gardening from bulb growing to rock gardening. He knows his subject, and gives directions and advice in an authoritative manner. His books are all well illustrated, and would be of value to the boy or girl who is taking a serious interest in gardens. The first named book would be the most valuable, possibly, for the person who knows nothing of gardening, for it lists the more familiar plants, trees, and shrubs, and tells how to plant and care for them.

WODELL, HELEN PAGE

Beginning to Garden (Macmillan, $1.75) 8-14

How to start garden clubs, and how to start and keep going a garden of your own.

5. TREES

*DORRANCE, JOHN G.

**Story of the Forest* (American Book, 68 cents) 8-12

Contents: "The Forests of America," "The Tree and How It Lives," "The Tree and How It Dies," "How to Know the Trees," "Work in the Woods," "By-products of the Forest," "Trees in American History."

EMERSON, C. P., and WEED, M. D.

Our Trees, How to Know Them (Lippincott, $5.00) 13-16

Characteristics of trees, their distribution, culture, habits and fruits. Numerous and excellent photographic illustrations.

HAWKSWORTH, HALLAM
A Year in the Wonderland of Trees 9-13
(Scribner, $1.60)

A small book, clearly and simply written, and following a rather original plan for giving information about trees. The activities of trees are described by month and by season—when they bud, when they leaf, and so on. A good book to engage the interest of the child who has shown no particular curiosity regarding nature study.

KEELER, HARRIET L.
Our Native Trees and How to Identify Them 12-
(Scribner, $3.00)

A helpful manual for identifying the trees. Fully illustrated with photographs and sketches.

LOUNSBERRY, ALICE
Guide to the Trees (Stokes, $5.00) 12-

Contains descriptions of nearly two hundred trees and a number of shrubs. Arranged according to the kinds of soil in which the trees grow. Family, shape, height, range, and time of bloom are all given in each case.

MCFARLAND, J. HORACE
Getting Acquainted with the Trees (Macmillan, $1.75) 11-

Popular sketches of tree life, written to interest people in the beauty and usefulness of trees.

MCFEE, INEZ
The Tree Book (Stokes, $2.00) 10-15

The more common trees described and discussed. A good book for the child who enjoys nature study, but who does not wish a definite guide or handbook.

MOON, F. F.
Book of Forestry (Appleton, $3.50) 14-

A technical book by a professor of forestry who is an authority in his field. Part II on trees and shrubs has been listed as of value to boy scouts.

PACK, CHARLES L., and GILL, TOM
Forests and Mankind (Macmillan, $3.00)

An attractive, well illustrated book, written for the lay reader, and showing the interdependence of men and forests. The main theme of the book is conservation of trees, and its message, particularly regarding forest fires, should be conveyed to every child.

ROGERS, JULIA ELLEN
The Tree Book (Doubleday, $3.50) 11-
Tree Guide (Doubleday, $1.25) 11-
Trees Every Child Should Know 9-15
(Grosset & Dunlap, $1.00)

The first two are beautifully illustrated reference books. The last is a simple account of trees and tree life, written especially to interest children in common trees.

6. AQUATIC LIFE

ARNOLD, AUGUSTA F.
The Sea Beach at Ebb Tide (Century, $5.00) 12-16

A guide to the seaweed, mosses, shells, and mollusks, with directions for collecting and preserving. It is a bit technical as to style, but it makes a valuable handbook of the plant and animal life found along the seashore.

BEEBE, WILLIAM
Beneath Tropic Seas (Putnam, $3.50) 12-

A vivid, eloquent book of sea life—the results, popularly told, of the tenth expedition of the Department of Tropical Research of the New York Zoölogical Society. The illustrations, taken on the expedition, are remarkably fine. There are chapters on such subjects as: "No-Man's Land Five Fathoms Down," "Sponges," and "Coral Jungles." *The Arcturus Adventure* and *Galápagos, World's End* are accounts of two other expeditions.

BRIDGES, T. C.
The Young Folks' Book of the Sea (Little, $2.00) 11-16

A book of ships and shipping, of ocean life and the tides and currents of the sea, of lightships, buoys, and

beacons. A fine book of well-chosen nautical information, carefully illustrated, and attractively printed.

From T. C. Bridges, "The Young Folks' Book of the Sea"
(Little, Brown & Co.)

CHISHOLM, LOUEY
The Seashore (Nelson, $1.25) 9-12

One of the "Shown to the Children" books, edited by Louis Chisholm. These books are well illustrated and are designed to entertain as well as to instruct.

*CROWDER, WILLIAM

*_Dwellers of the Sea and Shore_ (Macmillan, $2.25) 12-

A book of real science written in a style that is easy to read. An excellent book, illustrated, and arranged in a good order. Good for supplementary reading in about the seventh grade, but equally good for the home library.

DUNCAN, F. MARTIN

Wonders of the Sea (Oxford, 35 cents each vol.) 9-15

A series of six books written in story form, telling of different phases of sea life, the shore, the fish, and the birds. Extensively used in English schools.

GAYLORD, ILSIEN N.

Little Sea Folk (Little, $1.50) 7-12

An attractive book telling of the crab, the lobster, and other forms of the animal life that inhabit the sea.

HARDY, A. S.

Sea Stories for Wonder Eyes (Ginn, 68 cents) 6-11

Little stories of plant and animal life along the shore and in the sea.

HULIT, LEONARD

Fishing with a Boy (Appleton, $2.00) 11-15

A descriptive essay on fishing, told in easy narrative style. Like others of its kind, it is only interesting to those who take a keen enjoyment in fishing.

INGERSOLL, ERNEST

The Book of the Ocean (Century, $2.50) 8-13

A book written especially for young people, telling of the wonders of the ocean and ocean life. Only a small part of the book is devoted to aquatic life; it is mostly about tides and currents, the building of ships, etc.

MELLEN, IDA

The Young Folks' Book of Fishes (Dodd, $2.00) 12-

From Miss Mellen's experience in the New York Aquarium she has written a book that recalls some of the fascination of the shimmering tanks. Her chapters are

not merely descriptive; she deals with the how and why: how fish make sound, how much a fish knows, and so on. A unique and unexpectedly interesting book.

MINER, ROY WALDO
Field Book of Seashore Life (Putnam, $3.50) 12-

A book for the collector of shells and other objects found along the seashore. The book touches, too, on many aspects of marine life and ocean phenomena.

RHEAD, L. J.
The Book of Fish and Fishing (Scribner, $2.00) 12-

A handy reference book for the boy who enjoys fishing.

VERRILL, A. HYATT
The Ocean and Its Mysteries (Duffield, $1.50) 10-16

A popular book describing sea life. The style is pleasant and the material descriptive. Tide, currents, animal life, and plant life are discussed.

7. MINERALS, ROCKS, AND METALS

DAVIS, WATSON
The Story of Copper (Century, $3.00) 13-

A non-technical book written in a popular style on the why and wherefore of copper, its use in wire, utensils, etc.

FRASER, CHELSEA C.
Secrets of the Earth (Crowell, $1.75) 11-15

A popular account of the hidden things of the earth—oil, iron ore, silver, gold, and other natural products of economic importance.

GREW, E. S.
The Romance of Modern Geology 12-
(Lippincott, $3.00)

The story of the making of the earth.

HAWKSWORTH, HALLAM

The Strange Adventures of a Pebble (Scribner, $1.20) 10-16

Real geologic information given in a very readable form. The book tells the story of the "earth dramas and how to read them in the landscape and stones." Another excellent book by this same author is:

Adventures of a Grain of Dust (Scribner, $1.20) 10-16

The story of how nature makes and fertilizes the soil. Both of these books may be procured in school editions.

KELLEY, J. G.

The Boy Mineral Collectors (Lippincott, $1.75) 10-15

A good informational book that tells in story form about minerals and precious stones.

LEE, WILLIS T.

Stories in Stone (Van Nostrand, $3.00) 14-

"There is romance in the rocks for him who can read their language." To Dr. Lee, who fully understood and appreciated cliffs, waterfalls, and mountains, the language of the rocks was wholly intelligible, and he tried, in this book, to share his lore with any who would read him. He tells here of stone trees, of ancient mammals, of animals of the Great Ice Age, of thunder storms, and of our great parks and canyons. Everything that he narrates in this book of facts and tales has significance and interest.

LOOMIS, FREDERICK B.

Field Book of Common Rocks and Minerals (Putnam, $3.50) 14-

A handbook for identifying common rocks and minerals, well illustrated in color and black and white, and scientifically accurate in every detail.

*MILLER, WILLIAM J.

**An Introduction to Historical Geology* (Van Nostrand, $2.75) 15-

**An Introduction to Physical Geology* (Van Nostrand, $3.00) 15-

These are companion volumes that cover the entire field of geology. In a field so barren of readable literature, these books are outstanding. Indeed, they would be outstanding in any field, for they are not only complete, authoritative, and acknowledged by experts as scientifically exact, but are written in a literary style that brings them within the reading comprehension of even the teen age. For the boy or girl who has a latent interest in geology, nothing finer can be secured.

ROCHELEAU, W. F.
Minerals (Flanagan, 75 cents) 10-

A book in the Great American Industries Series, which consists of four very practical and interesting volumes.

SMITH, J. R.
The Story of Iron and Steel (Appleton, $1.75) 13-

A sketch of the development in the production of iron and steel. Well written and interesting.

SPENCER, L. J., and HAMMAN, W. D.
World's Minerals (Stokes, $5.00) 12-15

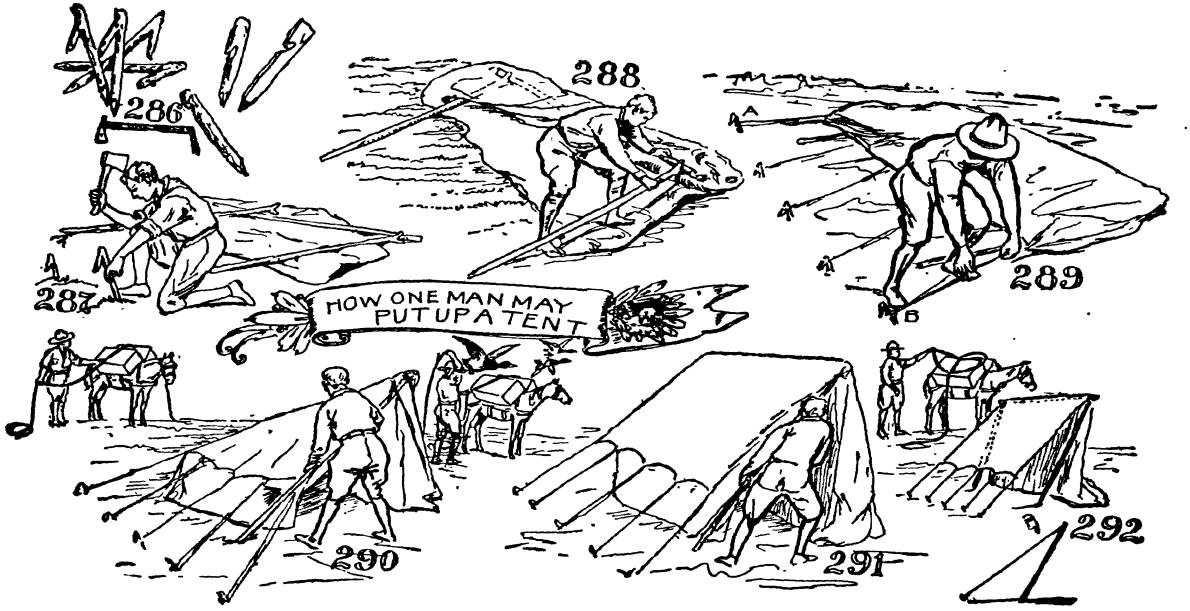
Perhaps the best non-technical account of minerals, suitable for either the home or school library.

SPRING, L. W.
Non-Technical Chats on Iron and Steel 12-15
(Stokes, $4.00)

Tells of the progress of iron from ore to mill. Good illustrations; good print.

TALBOT, F. A.
All about Treasures of the Earth 9-14
(Funk & Wagnalls, $2.25)

An account of coal, iron, gold, and other minerals, rocks, and metals. The book gives short sketches of various mining operations, and tells something of the history of man's sacrifice to gain the earth's treasures. Well illustrated with photographs.



From Daniel C. Beard, "American Boy's Handybook of Camp-Lore and Woodcraft," illustrated by the author. (J. B. Lippincott Co.)

TOWER, W. S.
The Story of Oil (Appleton, $2.00) 9-14

The title describes the book. It is an entertaining narrative embracing the production and uses of oil.

8. CAMPING AND WOODCRAFT

ADAMS, J. H.
Outdoor Book for Boys (Harper, $2.00) 10-15

The ways of getting the most fun and enjoyment from outdoor life.

*BEARD, DANIEL C.
**American Boy's Handybook of Camp-Lore and Woodcraft* (Lippincott, $3.00) 12-

How to pack supplies, prepare for camp, build the campfire, etc.

Shelters, Shacks and Shanties (Scribner, $1.75) 12-

How to build shelters suited to every climate from the coldest to the warmest.

Field and Forest Handybook (Scribner, $3.00) 10-15

How to get the most enjoyment out of a vacation at any time of the year.

BEARD, LINA and A. B.
On the Trail (Scribner, $1.75) 12-

An outdoor book for girls written to help them "find the same happiness in the life of the open that the American boy has enjoyed since the first settler built his cabin on the shores of the new world."

CAVE, EDWARD
The Boy Scouts' Hike Book and Camp Book (Doubleday, $1.75) 10-16

How to choose the camp site; how to make camp, break camp, etc., including all kinds of suggestions for hiking and camping.

GRINNELL, G. B., and SWAN, E. L.
Camping and Scouting Lore (Harper, $3.00) 10-14

A guide for camp life, giving practical instructions for living in the woods and forest.

*KEPHART, HORACE
**Camping and Woodcraft* (Macmillan, $2.50) 12-
**Camp Cookery* (Macmillan, $1.00) 12-

The book *Camping and Woodcraft* was formerly published in two volumes, the first on camping and the second on woodcraft. These two have now been combined in one, and are published in a single pocket edition, fully illustrated and bound in a flexible cloth that will stand the wear of reference use in camp and on the trail. The book *Camp Cookery* is one of the few of its kind; it is excellent for the camper's use.

SETON, ERNEST THOMPSON
Book of Woodcraft (Doubleday, $2.00) 12-

Making and breaking camp, hunting, woodlore, and outdoor athletics. Many explanatory illustrations by the author. This is a book to delight any boy scout or adult lover of the camp and trail.

WHITE, STEWART EDWARD
The Forest (Doubleday, $2.00) 12-

A book written to inspire the older boys and girls and all adults with a love of the open. The science of going "light," the call to the woods, the open water canoe trip, and the long hike are discussed with a vividness that will put an answering call into every nature lover's heart.

CHAPTER XVII

SCIENCE AND INDUSTRY

1. *General Science*
2. *Electricity and Radio*
3. *Astronomy*
4. *Chemistry*
5. *Engineering, Machinery, and Mechanics*
6. *Aviation*
7. *Inventions*
8. *Commerce and Industry*
9. *Occupations and Amusements*
10. *Encyclopedias*

Many of the books noted in these lists are far from ideal, but they are among the best that can now be obtained.

Books marked with a star represent the best in each section

1. GENERAL SCIENCE

BRAGG, SIR WILLIAM
World of Sound (Dutton, $2.40) 9-15

Well written and illustrated lectures for juvenile audiences.

BUCKLEY, ARABELLA
The Fairyland of Science (Appleton, $2.50) 12-15

This is a standard book on general science that has been in circulation among older children for many years. It is a pioneer work in popularizing science for children, and although it contains none of the new developments, it is still excellent reading.

COLE, N. B., and ERNST, C. H.
First Aid for Boys (Appleton, $1.50) 13-

A manual for boy scouts and other young people who wish to learn the elementary principles of giving first aid. All directions are simplified by diagrams.

DARROW, FLOYD L.
The Boy's Own Book of Science 12-
(Macmillan, $2.50)

This is a book of experiments, and a source book of chemical and physical information. Many simple laboratory experiments are outlined, and the apparatus used is explained in detail. For the child who shows scientific curiosity this book offers innumerable suggestions of fields he may explore for himself.

*FABRE, JEAN HENRI
**Story Book of Science* (Century, $2.50) 9-14

Like all of Fabre's writing, this book is excellent for children's reading. It tells, in story form, the wonders of the earth and its creatures.

FALL, D.
Science for Beginners (World Book, $1.60) 10-14

An introduction to scientific facts. Simple experiments are suggested.

GIBSON, CHARLES R.
The Great Ball on Which We Live 9-15
(Lippincott, $2.50)

A good book for the younger children, giving a glimpse of the different natural forces and the sciences which explain them.

The Romance of Scientific Discovery 10-15
(Lippincott, $3.00)

The story of science; what it means, and how it has developed.

Heroes of the Scientific World (Lippincott, $2.50) 10-15

Brief accounts of famous men who have contributed

toward scientific thought and discoveries. Many of their scientific accomplishments are outlined.

HODGDON, DANIEL R.
An Elementary General Science 11-
(Hinds, $1.80)

Answers to many questions commonly asked by children and adults—why we see objects upright, what are germs, how to tell the weather, etc. A most interesting book written by a scientist who put time and thought into the writing.

MORGAN, ALFRED P.
Boys' Home Book of Science and Construction 11-
(Lothrop, $2.50)

Includes both physics and chemistry. Directions are given for many simple experiments.

ROGERS, JULIA ELLEN
Earth and Sky Every Child Should Know 9-11
(Grosset & Dunlap, $1.00)

A clear and simple explanation of the principles of geology, nature study, and astronomy.

SEERS, A. WADDINGTON
The Earth and Its Life (World Book, $1.20) 12-16

An account of the evolution of our planet and its organic life. The book has been recommended as a useful and stimulating introduction to the sciences of biology and geology.

*THOMSON, J. ARTHUR
**The Outline of Science* (Putnam, $4.50 each vol.) 9-

This is the best work of its kind that has been published up to the present day. It comes in four volumes, and is profusely illustrated throughout. It is a true outline of science, giving in simple and readable style a survey of scientific thought and discovery in an historical setting. The many illustrations make the books attractive and stimulating to children.

Modern Science (Putnam, $3.50) 13-

A general, all-inclusive volume that makes a good introduction to more detailed works. Mr. Thomson tries to touch on almost every field of science: he gives the theories of the origin of our solar system, the foundations of the earth, the formation of lands and seas, the structure and chemistry of matter. Like all his writings, this book is entertaining as well as instructive.

WEBB, H. A., and DIDCOCT, J. J.
Early Steps in Science (Appleton, $1.68) 12-15

A textbook in general science covering an unusually wide range of topics, including something on the working of the mind. Abounds in instructive experiments which can be performed in the home.

WHYTE, ADAM G.
The Wonder World We Live In (Knopf, $3.00) 9-16

A good introduction to the principles of general science written in a non-technical style.

2. ELECTRICITY AND RADIO

ADAMS, J. N.
Electricity Book for Boys (Harper, $2.00) 9-15

A good general reference book for the child's use. He will find here descriptions of different pieces of apparatus and a general discussion of electricity.

CLARKE, CHARLES R., and SMALL, S. A.
The Boys' Book of Physics (Dutton, $2.00) 11-16

For the boy who is showing an interest in home experimentation, this book gives simple directions for setting up apparatus and performing experiments.

COLLINS, A. FREDERICK
The Book of Electricity (Appleton, $1.50) 10-15

Practical directions for making electrical fixtures and for setting up different pieces of apparatus.

GIBSON, CHARLES R.
Romance of Modern Electricity (Lippincott, $3.00) 10-15

A well written account of principles and applications.

HOUSTON, EDWIN J.
The Wonder Book of Magnetism (Stokes, $2.50) 11-16

Physical principles explained in a clear narrative style. Magnetic currents are discussed; the compass, magnetism and light, etc.

JONES, BERNARD E.
Wireless Telegraphy (Funk & Wagnalls, $1.00) 12-

An account of the principles and methods of wireless telegraphy.

MORGAN, ALFRED P.
The Boy Electrician (Lothrop, $2.50) 12-

Detailed directions for making electrical appliances from telephones to radios. All kinds of motors are described, also batteries, telegraphs, and electrical toys. A new edition of this book gives much of the modern development of radio.

SEAVER, CHARLES H.
American Boys' Book of Electricity (McKay, $2.00) 13-

All phases of electricity and magnetism, including a special chapter on electricity in the World War. Electric batteries, heat induction, light, house wiring, the telephone, telegraph, and private electric plants are described and discussed.

SMALL, SIDNEY A.
Boys' Book of Electricity (Dutton, $2.00) 14-

A modern and competent treatment of the subject, for the older child who has the interest and ability to grasp scientific theory. The language is simple, and boys who have read it say that they understand its technical paragraphs quite easily.

YATES, RAYMOND F., and PACENT, L. G.
The Complete Radio Book (Century, $2.00) 11-16

A book on radio that covers many phases of its principles and application. The writers are experts in their field, and they have packed their book with practical information.

NOTE.—Radio apparatus and appliances are being changed and improved so rapidly now that books on the subject must be latest editions or they have little use.

3. ASTRONOMY

ABBOT, C. G.
The Earth and the Stars (Van Nostrand, $3.00) 14-

A distinguished work in every way. Not only does Dr. Abbot survey the entire universe with amazing clearness, but he makes interesting deviations into the by-paths of astronomy. He summarizes the history of the science, describes scientific instruments, touches on related sciences and arts, and, in fact, packs his book full of scientific data, logically arranged. The work is intended to be nontechnical, and while portions may be difficult to grasp, yet comprehension of the work as a whole is not noticeably difficult. An excellent book for the young reader with a turn for the scientific.

CLARKE, E. C.
Astronomy from a Dipper (Houghton, $1.25) 11-16

A pocket handbook showing how to locate the chief stars and constellations, using the Dipper as the starting point.

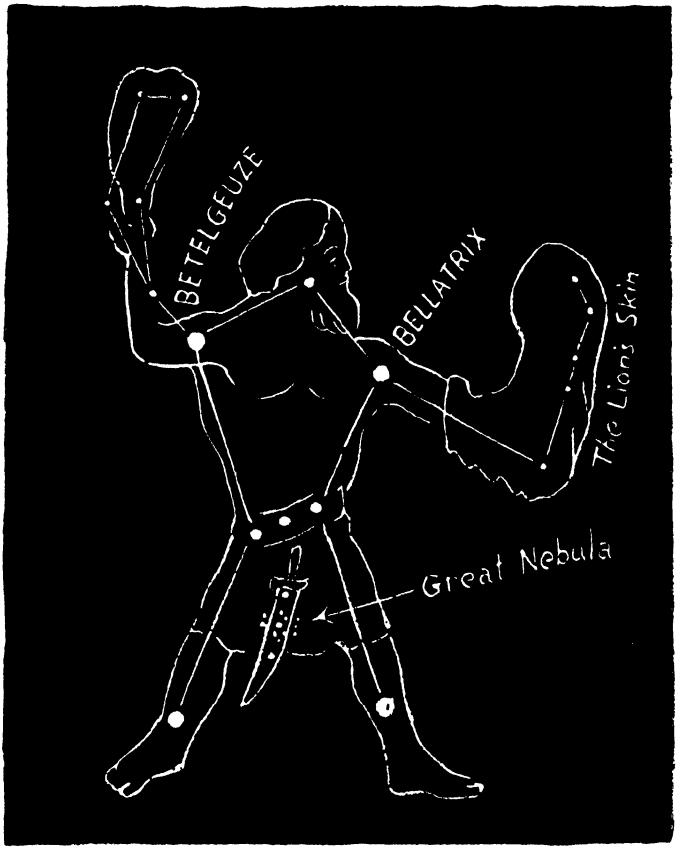
COLLINS, A. FREDERICK
The Boy Astronomer (Lothrop, $2.00) 11-16

A book on the stars, written entertainingly for boy readers. Some general information is included on the weather, tides, and astronomical folklore.

Book of Stars (Appleton, $1.50) 11-14

A practical book that the child may consult to identify the stars and constellations. There is considerable de-

scriptive text on facts related to astronomy, and helpful diagrams and illustrations are added.



From Gaylord Johnson, "The Star People," illustrated by Uncle Henry and the Society of Star-Gazers. (The Macmillan Co.)

GIBSON, CHARLES R.

The Stars and Their Mysteries (Lippincott, $2.50) 9-14

A simple account of the wonders of the stars, written in such a way as to encourage in children habits of observation.

HILL, ROYAL

The Stars and Constellations 13-
(Funk & Wagnalls, $1.00)

A pocket guide for identifying the stars and constellations.

JOHNSON, GAYLORD

The Star People (Macmillan, $1.50) 9-14

The Sky Movies (Macmillan, $1.50) 9-14

Star maps and many illustrations make these books good reading for young people. Both books are in simple story form.

LEWIS, ISABEL M.

Astronomy for Young Folks (Duffield, $2.00) 10-15

A descriptive account of the sun, the moon, and the stars, with simple diagrams and illustrations. One of the best of the modern books on astronomy for young people. This author has also written *Splendors of the Sky*, an illustrated compilation of her articles in the *New York Evening Sun*.

MACPHERSON, HECTOR

Romance of Modern Astronomy 10-15
(Lippincott, $3.00)

This is one of the best of the popular accounts of astronomy. It deals with developments in studying the stars and planets, and gives a descriptive treatment of the different phenomena of the sky.

MCKREADY, KELVIN

A Beginner's Star Book (Putnam, $5.00) 10-16

A Beginner's Guide to the Stars (Putnam, $1.25) 10-16

Two detailed and well illustrated books; the first a large compendium, the second a cheaper volume for popular use.

MARTIN, M. E.

The Friendly Stars (Harper, $2.00) 12-

An account of the more conspicuous stars, and how they may be recognized. Written with enthusiasm and charm.

The Ways of the Planets (Harper, $2.00) 12-

A simple, readable account of the planets, their movements, and their characteristics.

*MITTON, G. E.
**The Book of Stars for Young People* (Macmillan, $2.50) 12-16

An excellent book for children, written in simple language, and containing a wealth of information.

OLCOTT, WILLIAM T.
Book of Stars for Young People (Putnam, $3.00) 8-13

A good book on stars for the home library.

WARNER, GERTRUDE
Star Stories for Little People (Pilgrim Press, 75 cents) 7-12

A story about the stars, written in a style that makes it entertaining to older people as well as to the young children for whom it was intended.

4. CHEMISTRY

COLLINS, A. FREDERICK
Wonders of Chemistry (Crowell, $1.75) 11-16

A readable book written to acquaint young people with the everyday aspects of chemistry.

*FABRE, JEAN HENRI
**The Wonder Book of Chemistry* (Century, $2.50) 10-16

The best child's book on chemistry. Only a genius like Fabre could make such a fascinating story from the science of chemistry.

GIBSON, CHARLES R.
Chemistry and Its Mysteries (Lippincott, $2.50) 11-16

A book written especially for young people. Interesting, well illustrated, and scientifically accurate.

Romance of Modern Photography 10-15
(Lippincott, $3.00)

An excellent book for the child who is beginning to show an interest in amateur photography.

HARROW, B.
Eminent Chemists of Our Times 14-
(Van Nostrand, $3.00)

A stimulating account of some of the remarkable achievements of chemists in modern science. It is intended both for the general reader and for the student.

HOWE, HARRISON E.
Chemistry in the World's Work 14-
(Van Nostrand, $3.00)

A detailed, authoritative account of the part chemistry has played in human progress, contributing foods, clothing, decoration, metals, defense, and health. The language is nontechnical and not beyond the comprehension of the high school age. Teachers should, by all means, know of this book.

MARTIN, GEOFFREY
Triumphs and Wonders of Modern Chemistry 14-
(Van Nostrand, $3.00)

For students, or for the general reader who is making a serious study of chemistry. The book is too advanced in thought and subject matter to appeal to most children.

Modern Chemistry and Its Wonders 14-
(Van Nostrand, $3.00)

Some of the more remarkable chemical achievements: the manufacture of precious stones, the romance of sugar, radium and the new chemistry, etc.

PHILLIP, JAMES C.
Romance of Modern Chemistry (Lippincott, $3.00) 14-

A pleasing, well written account of the principles of chemistry and their application in modern industry.

SLOSSON, E. E.
Creative Chemistry (Century, $3.00) 14-

A book of collected articles dealing with recent progress in chemical discoveries of everyday interest. This book has a wide circulation among boys and girls of high school age.

5. ENGINEERING, MACHINERY, AND MECHANICS

(See also *Occupations and Amusements*)

ADAMS, J. N.
Machinery Book for Boys (Harper's, $2.00) 10-15

A practical book on machinery that has a wide circulation among boys.

*BOND, A. RUSSELL
**American Boy's Engineering Book* 11-15
(Lippincott, $2.50)

A book that tells how to make things at little or no cost, and explains certain principles of physics and mechanics. The writer, who has been Associate Editor of the *Scientific American*, has written many popular books for boys on the subject of engineering. *On the Battle Front of Engineering* is one of the best of his popular accounts. He has also published through the Scientific American Publishing Co. the following series of four books telling in story form about great engineering achievements:

American Boy
American Boy at School
With Men Who Do Things
Pick, Shovel, and Pluck
(Scientific American, $1.80 each)

CORBIN, THOMAS W.
Romance of Submarine Engineering 10-15
(Lippincott, $3.00)

The story of the submarine and its engineering problems.

WILLIAMS, ARCHIBALD

Romance of Modern Engineering 11-16
(Lippincott, $3.00)

A description of modern engineering methods.

How It Is Made (Nelson, $2.00) 12-16

The story of engineering accomplishments; how they were managed and planned.

Romance of Modern Mechanism (Lippincott, $3.00) 11-16

The story of mechanical appliances; their theory and construction.

Romance of Modern Mining (Lippincott, $3.00) 11-16

A popular account of mining methods and facilities.

6. AVIATION

Airplane construction is such a modern industry that a book on aviation must be recent to be of value. The best source of information at present is the magazine.

BYRD, RICHARD E.

Skyward (Putnam, $3.50) 13-

America's leading aviator-explorer tells of man's mastery of the air.

COLLINS, FRANCIS ARNOLD

The Boy's Book of Model Aeroplanes 10-16
The Air Man 11-16
(Century, $2.00 each)

The first is a descriptive account of different types of airplanes, and contains directions for building airplane models. The second is an account of famous achievements in aviation.

FRASER, CHELSEA

Heroes of the Air (Crowell, $2.00) 11-

This book contains a brief history of the progress of aviation to date, as well as accounts of famous flights. The illustrations are photographic.

GEORGE, LLOYD, and GILMAN, JAMES
**Air, Men, and Wings* (McBride, $3.50) 12-

This is one of the best of the popular books on aviation. It opens with an account of the beginnings of flight, and then discusses types of aircraft developed during and since the World War. It is purely an informatory book; literary style is neither attempted nor attained, but for a present-day work in a field that changes from day to day it is satisfactory.

HOLLAND, R. S.
Historic Airships (Macrae-Smith, $4.00) 10-15

Good accounts of famous aircraft and their flyers, with many pictures.

JACOBS, A. M.
Knights of the Wing (Century, $2.00) 11-

A history of airplane flights and manufacture, written for young people in a style that is pleasing and easily read.

TURNER, C. C.
Aircraft of Today (Lippincott, $3.00) 12-
Marvels of Aviation (Lippincott, $2.50) 12-

These books are authentic and interesting, and the style of treatment is simple and readable.

VERRILL, A. HYATT and DOROTHY
Harper's Aircraft Book (Harper, $2.50) 10-15

A book of aircraft for boys; how to make models, why they fly, and what to look for in airplanes.

7. INVENTIONS

BOND, A. RUSSELL
Inventions of the Great War (Century, $2.00) 13-

A descriptive account of many of the important inventions that came about as a result of the war.

COLLINS, A. FREDERICK
Inventing for Boys (Stokes, $1.50) 11-15

How to go about the planning and experimentation that is prerequisite to new inventions.

DARROW, FLOYD L.
The Boy's Own Book of Great Inventions 11-18
(Macmillan, $2.00)
Masters of Science and Invention (Harcourt, $2.25) 11-18

Different inventions are described in the first book, and the principle behind them explained in such a way that the boy reader may himself experiment along the same lines. The second book contains biographies of famous scientists and inventors.

FORMAN, S. E.
Stories of Useful Inventions (Century, $1.50) 9-14

A well illustrated account of the more common household inventions, such as the loom, the stove, the match, the lamp, the clock, etc.

HOLLAND, RUPERT S.
Historic Inventions (Macrae-Smith, $2.00) 10-15

An enjoyable book, telling of the inventions of the printing press, steamboat, wireless telegraph, etc.

MOWREY, WILLIAM A. and ARTHUR M.
American Inventions and Inventors 10-14
(Silver, 96 cents)

An interesting story of the "efforts of man to overcome nature—how he has gained heat, light, food, travel, and communication."

PARKMAN, MARY R.
Conquests of Invention (Century, $2.00) 11-15

An account of how our modern civilization has been reached and of the efficient world that inventions have made possible.

VAN LOON, HENDRIK W.
Man the Miracle Maker (Liveright, $3.50) 11

The story of inventions and their effects upon man. It is an outstanding book for its elaborate format and for the ingenuity and originality with which Mr. Van Loon develops his theme. "Man became a miracle worker," he states, "when he extended his powers through reenforcing devices such as tools for hands, wheels for feet, clothes for skin, microscopes and telescopes for eyes, telephones and radios for ears." With this thought as a basis, he divides his book into chapters that show the history of inventions separately for aids to sight, hearing, speech, locomotion, and labor.

*WILLIAMS, ARCHIBALD
**Romance of Modern Invention* (Lippincott, $3.00) 11-15

A splendid book on inventions, describing method and application.

8. COMMERCE AND INDUSTRY

ALLEN, CECIL J.
The Steel Highway (Longmans, $2.25) 13-

A complete and well-written account of railways: a history of railroads, narrative of engineering achievements, and information on the actual running of the locomotive. This is one of the few books of its kind, and boy readers will find it wholly satisfactory.

BASSETT, SARA W.
The Story of Lumber (Penn, $1.50) 7-11
The Story of Wool (Penn, $1.50) 7-11
The Story of Leather (Penn, $1.50) 7-11
The Story of Glass (Penn, $1.50) 7-11

This series of industrial stories also contains books on sugar, silk, and porcelain. They are pleasing books, written in narrative style, and telling of the adventures of children who work in the different industries.

BONE, DAVID W.

The Lookoutman (Harcourt, $2.50) 12-

A book of ships—of mail liners and tramp steamers, of oil tankers and steam yachts, of fishing craft and pleasure steamers, of tugs and port-service vessels—all carefully described for those who are interested in the sea. At the end of the book is an excellent glossary of nautical terms.

CARPENTER, FRANK G.

How the World Is Housed 9-13
(American Book, 96 cents)

How the World Is Fed (American Book, 96 cents) 9-13

How the World Is Clothed 9-13
(American Book, 96 cents)

These are three old standards, written for supplementary reading in the schools, but they have a place in the home library as well. The author takes a group of children on an imaginary journey and shows them where our foods, clothing, and building materials are produced. The popularity of these books has been unrivaled for over twenty-five years.

CURTIS, ALICE T.

The Story of Cotton (Penn, $1.50) 7-11

An attractive book telling in story form of the cultivation and preparation of cotton for industrial purposes. Written in simple language for the younger children. In the same series as the books of Sara W. Bassett.

DANIEL, HAWTHORNE

Ships of the Seven Seas (Dodd, $2.50) 13-

This is one of the most complete and best written of modern books on ships and shipping. It summarizes sea-lore from the development of sailing ships to the perfection of steamships, warships, and port equipment; and it adds chapters of authentic information on the art of seamanship, the science of navigation, and the design, construction, and repair of ships. Its many small drawings illustrate every type of ship, from the Egyptian boat of 6000 B.C. to the *Mauretania* and the *Olympic*.

GIBSON, CHARLES R.

**The Romance of Modern Manufacture* 10-15
(Lippincott, $3.00)

An account of modern industrial methods.

From Hawthorne Daniel, "Ships of the Seven Seas," illustrated by Francis J. Rigney. (Dodd, Mead & Co.)

HARPER (Publishers)

City and Country Series (Harper, $1.25 each vol.) 9-15

A group of eleven books that are entries in a new field of children's literature—public utilities and major industries. Books of this kind have been needed, and although these volumes are too small and sketchy to remain unsuperseded for long, still they show a recognition of need in this field. They will probably be used extensively for supplementary reading in the schools. The titles are:

Story of Bread, by E. Watson
Story of Books, by Marjorie Maxwell
Story of the Theater, by L. Burleigh
Story of Markets, by Ruth Camp
Story of Transportation, by Jeanette Eaton
Story of Light, by Jeanette Eaton
Story of a Harbor, by Ernestine Evans
Story of Water Supply, by Hope Holway
Story of the Telephone, by S. Meriwether
Story of Milk, by E. Watson
Story of Textiles, by E. Watson

KIRBY, MARY E.
Aunt Martha's Corner Cupboard 7-11
(Flanagan, 50 cents)

A geographical story-reader that tells about tea, coffee, salt, sugar, etc.

ROCHELEAU, W. F.
Great American Industries Series 9-12
(Flanagan, 75 cents each vol.)

A series of books on different industries. Book I is on Minerals; Book II on Agriculture, Book III on Manufactures, and Book IV on Transportation.

SMITH, E. BOYD
The Country Book (Stokes, $2.50) 7-10

Plain direct paragraphs to accompany light, merry pictures, telling in simple terms about the work of country people, and how city people depend on them for the necessities of life. A book suitable for collateral reading for early grades.

WILLIAMS, ARCHIBALD
How It Is Made (Nelson, $2.00) 10-15

An account of the manufacture and preparation of a number of different articles and machines that are in common use.

Romance of Modern Locomotion (Lippincott, $3.00) 10-15

The methods of transportation that have been developed; this is a very complete and interesting treatment.

9. OCCUPATIONS AND AMUSEMENTS

ADAMS, HELEN M.

When Mother Lets Us Model (Dodd, $1.00) 6-10

A manual of modeling written especially for children.

ADAMS, JOHN D.

When Mother Lets Us Carpenter (Dodd, $1.00) 7-10

Simple directions for planing, joining, and fitting with enough explanation to enable the child to do some simple carpentry.

BEARD, LINA and A. B.

What a Girl Can Make and Do (Scribner, $3.00) 9-14

The American Girls' Handybook (Scribner, $3.00) 9-14

Recreation for Girls (Scribner, $3.00) 9-14

Things Worth Doing and How to Do Them (Scribner, $3.00) 9-14

Little Folks' Handybook (Scribner, $1.13) 5-8

The first four describe indoor and outdoor occupations and recreations for girls, the making of pottery, toys, weaving, etc. The last gives occupations for the small child. These are very fine books, and fill a decided want for such material.

CAMP, WALTER

Football without a Coach (Appleton, $1.50) 14-

A carefully written book giving the principles of football by one of the leading exponents of the modern game. Well illustrated with diagrams, showing how the plays described are performed.

*CANFIELD, DOROTHY, and others

**What Shall We Do Now?* (Stokes, $2.50) 7-13

A popular book of suggestions for children's games, amusements, and occupations.

CARRINGTON, HEREWARD

The Boy's Book of Magic (Dodd, $2.00) 7-15

Hundreds of different parlor tricks, and explanations of

animal tricks, side show tricks, Hindu magic, etc. A normal boy revels in this type of book.

COLLINS, A. FREDERICK

The Book of Magic (Appleton, $1.50) 9-15

Handicraft for Boys (Stokes, $1.50) 9-15

The first book treats of parlor tricks and games. The second is a "how-to-do" book, giving directions for toy making, wood carving, metal working, glass work, photography, etc.

DIXON, RACHEL T., and HARTWELL, MARJORIE

The Make-It Book (Rand, $1.88) 7-16

Things to make with scissors and paste and odds and ends. Every child loves to make things, and in this book the authors show how to construct toys and costumes with the simplest materials—nutshells, cork, toothpicks, folding paper, and clothespins. Mothers find books like this invaluable for the convalescent days when measles or mumps keep active bodies indoors, or for rainy days when the child must be kept busy.

GOLDSMITH, MILTON

Practical Things with Simple Tools (Sully, $1.25) 8-13

Directions for making toys and useful articles of furniture. A "useful book for handy boys."

HALL, A. NEELY

The Boy Craftsman (Lothrop, $2.50) 10-16

Handicraft for Handy Boys (Lothrop, $2.50) 10-16

The Handy Boy (Lothrop, $2.50) 10-16

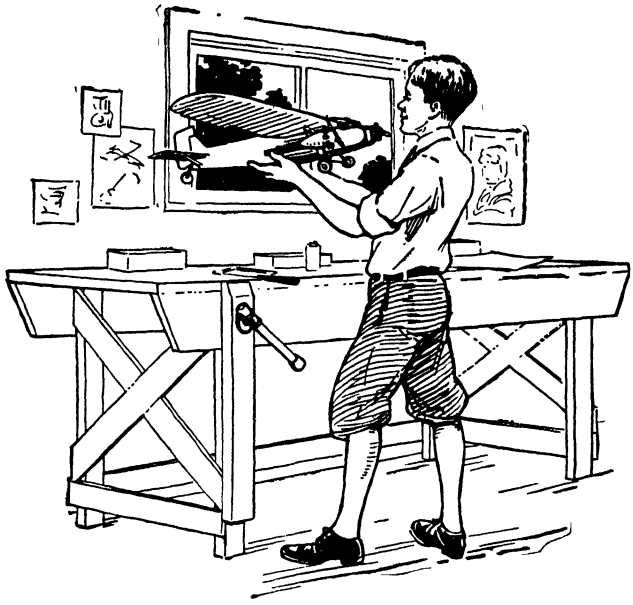
Home-Made Toys for Girls and Boys (Lothrop, $2.00) 10-16

Carpentry and Mechanics for Boys (Lothrop, $2.50) 10-16

Home-Made Games and Game Equipment (Lothrop, $2.50) 10-16

Big Book of Boys' Hobbies (Lothrop, $2.50) 10-16

Seven useful books for boys and girls who like to make things. The last is perhaps the best; it is the most



From A. Neely Hall, "Big Book of Boys' Hobbies," illustrated by the author. (Lothrop, Lee & Shepard Co.)

recent and complete, even to airplane models. All of the volumes are well illustrated and practical.

HALL, A. NEELY, and PERKINS, DOROTHY
Handicraft for Handy Girls (Lothrop, $2.50) 9-16

Mechanical work for girls. There is an increasing number of girls who find pleasure in carpentry and mechanical work. To these girl pioneers this book is of great interest.

JOHNSON, CONSTANCE
When Mother Lets Us Cook (Dodd, $1.00) 7-11
When Mother Lets Us Help (Dodd, $1.00) 7-11

Two books for the younger children, especially for the little girls who want to "help mother."

KELLAND, CLARENCE B.
American Boy's Workshop (McKay, $2.00) 12-

Suggestions for building toys and boats and all the things a handy boy can make easily in his own basement workroom.

LUCAS, EDWARD V. and ELIZABETH
Three Hundred Games and Pastimes 7-12
(Macmillan, $3.00)

Home amusements for the boy and girl, carefully selected and described.

MCMILLEN, WHEELER
The Young Collector (Appleton, $1.75) 9-

Here is a book to help the boy who is starting to make a collection of anything that boys collect: shells, insects, dried flowers, Indian relics, stamps, and other things. The boy who is not yet a collector will find many suggestions here.

MOORE, H. W.
Manual Training Toys for the Boy's Workshop 10-15
(Manual Arts Press, $1.35)

Working drawings and directions for making forty-two toys, such as tops, whistles, kites, wheels, and pumps.

POLKINGHORNE, R. K. and M. I. R.
Toy Making in School and Home (Stokes, $3.00) 4-12

This book is large and complete and tells how to make all kinds of toys. All ages, too, are considered, so that the primary children as well as the children in the upper grades will find suggestions.

RICH, G. ELLINGWOOD
When Mother Lets Us Make Toys (Dodd, $1.00) 7-11
When Mother Lets Us Make Paper Box Furniture 7-11
(Dodd, $1.00)

Two practical manuals for the small child who has a few paper boxes, bits of string, and the like, and who wishes to "make things."

WHEELER, C. G.
Wood Working for Beginners (Putnam, $2.50) 11-16

The first principles of wood working explained, profusely illustrated with 700 drawings and cuts.

WHITE, MARY
How to Make Baskets (Doubleday, $2.00) 11-15
More Baskets and How to Make Them (Doubleday, $1.75) 11-15

Full directions for making baskets; instructions for planning, weaving, and finishing.

WILLIAMS, ARCHIBALD
Things to Make (Nelson, $2.00) 10-16
Things Worth Making (Nelson, $2.00) 10-16

Three books in the How It Works Series. Mr. Williams has written many excellent books for children's reading, all containing interesting material written in a style children can understand. The books mentioned here contain diagrams and illustrations of many mechanical pieces that a boy can make.

YATES, RAYMOND F.
Boys' Book of Model Boats (Century, $2.00) 11-15

Practical directions for making all kinds of small boats. The explanations are clear, the illustrations are good, and the suggestions practical.

10. ENCYCLOPEDIAS

AMERICANA CORPORATION (Publishers)
The Americana Encyclopedia, 30 vols. ($180) 13-

This is a standard reference set, compiled from the American viewpoint as contrasted with the English tone of the *Britannica.* The *Americana* is excellent for junior and senior high school students, both for home and school use. The articles are shorter than in the *Britannica,* but are adequate and authoritative, with the science and technology sections particularly outstanding.

COMPTON (Publisher)

Compton's Pictured Encyclopedia, 10 vols. ($55) 10-

A set that is widely used among teachers, and has been found of great value from the fourth grade on. It is popular with children, as the illustrations are excellent. The set makes a valuable addition to the home library. It is highly recommended by librarians and educators.

DODD, MEAD (Publishers)

The New International Encyclopedia, 14 vols. (Popular Edition, $110) 11-

An important and authoritative work. Before the Fourteenth Edition of the *Britannica,* the *New International* was considered by many the best for American use. It contains 75,000 articles, and is profusely illustrated with maps, cuts, and photographs. Although designed for adult use, its articles are written clearly and simply enough to be used by junior high and senior high students. There is little choice between the *New International* and the *Americana.* Both are complete and accurate.

ENCYCLOPÆDIA BRITANNICA, INC. (Publishers)

Encyclopædia Britannica, Fourteenth Edition 24 vols. ($129.50) 12-

The *Britannica* has been considered for years the most scholarly and authoritative of all encyclopedias. It was never possible to recommend it for children, unfortunately, because of its technical language and wholly adult treatment. The new Fourteenth Edition, however, has brought the set closer to the child's world. The articles have been rewritten to achieve a simpler and more readable style, and the illustrations have been largely increased. Critics have said that the new edition, though more popular, is less scholarly than the eleventh. Whether or not this is true, the *Britannica* is now suited to juvenile use from the twelfth or thirteenth year up.

GROLIER SOCIETY (Publisher)

The Book of Knowledge, 20 vols. ($69.50) 6-12

This is the best known of the children's encyclopedias. The material is not arranged alphabetically, but each volume is complete in itself, with a sampling of nature study, science, and literature. Unfortunately, its repro-

ductions of classic stories are in an undesirable rewritten form. With this exception, however, the set is commendable. It is, in fact, the most popular with children under eleven years of age,—probably because of its 15,000 excellent illustrations which make of the set a group of diversified picture books.

HILL, HENRY C.

The Wonder Book of Knowledge (Winston, $2.50) 11-

A single volume published by John C. Winston, and sold at a reasonable price. This is a popular book with boys, and it deserves its popularity. It contains a little of everything from science to literature, and the articles are well written.

HOLT (Publishers)

The New Champlin Cyclopedia for Young Folks 11-

Volume I. *Persons* ($5.00)

A cyclopedia of biography. In 3,000 articles, the volume tells of people prominent in science, art, politics, and religion. Over eight hundred articles are added to those in the original Champlin's *Persons and Places.*

Volume II. *Places and Events* ($5.00)

A cyclopedia of history and geography. There are articles on wars and battles, treaties and famous places. Profusely illustrated with maps and pictures.

Volume III. *Literature, Art and Mythology* ($6.00)

An excellent reference book to supplement school work. There are articles on the work of artists and writers, and a great deal of mythological material.

KINSELLA, M. J.

Lincoln Library (Frontier Press, $15.50) 10-

A one-volume handbook, containing over two thousand pages. The American Librarians' Association, in reviewing this book, states that it contains more information than can be found in many ten-volume encyclopedias. The work is carefully edited, well written, accurate, and has an excellent index. Where a one-volume encyclopedia is desired for the home or school library, this book is recommended.

O'SHEA, M. V. (Editor)

**The World Book Encyclopedia* (Quarrie, $66) 10-

This is the best children's encyclopedia of its kind. It follows the plan of the *Britannica,* with all articles alphabetized, and it includes a cross-reference in the body of the work. The 1930 edition is in twelve volumes, with a thirteenth volume as index or subject guide. The articles are authentic and explicit, the maps and illustrations are numerous, well chosen, and clearly printed. This new edition can well be used for adults as well as children.

SHUMAN (Publisher)

Our Wonder World ($62.50) 10-

A set of eleven volumes divided according to subject: Volume 1, *The World and Its Peoples;* Volume 2, *Invention and Industry;* Volume 3, *The Nature Book;* Volume 4, *Adventure and Achievement;* Volume 5, *Every Child's Story Book,* and so on, covering a wide range of subjects. The close grouping of related topics makes the set unusually valuable for reference.

CHAPTER XVIII

SUPPLEMENTARY READING FOR SCHOOLS

MANY of our public schools have adopted supplementary reading lists which are given to the children for their guidance in selecting outside reading. These lists are also of considerable value to parents as a guide in the buying of children's books. It has been found that children are often a bit skeptical at first about reading books suggested by the school, but after they have read a few and found them interesting they may be led to choose practically all of their voluntary reading from the school's list. In some schools contests are held to see who can read the greatest number of these books in a school term, a method which has its merits but also certain disadvantages.

The use of supplementary reading lists is an ideal way of guiding the child's reading, and is a significant indication of the fact that educators are beginning to realize the importance of encouraging good reading habits during childhood. When the method has been perfected and has become universal, it is hardly too much to say that the problem of children's reading will be practically solved.

Because of the difficulty which many principals and teachers have in selecting suitable reading material for their pupils, we have prepared the following lists for grades one to eight. Authors and book titles may be identified with respect to the preceding general lists by referring to the Author Index and Title Index respectively.

First Grade

Adelborg, Ottilia, *Clean Peter and the Children of Grubbylea*
Bannerman, Helen, *Little Black Sambo*
Brooke, L. Leslie, *The Golden Goose Book, Johnny Crow's Garden, Ring o' Roses, A Roundabout Turn*
Caldecott, Randolph, *Hey Diddle Diddle Picture Book, Panjandrum Picture Book*
Cox, Palmer, *Brownies: Their Book*
Crane, Walter, *Baby's Own Æsop*
Dodge, Mary Mapes, *Baby Days*
Greenaway, Kate, *A Apple Pie, Marigold Garden*
Ivimey, J. W., *Three Blind Mice*
Le Fèvre, Félicité, *The Cock, the Mouse, and the Little Red Hen*
Lucas, Edward V., *Four and Twenty Toilers*
Meldrum, Roy, *Dame Wiggins of Lea*
Perkins, Mrs. L. F., *The Dutch Twins Primer*
Potter, Beatrix, *Peter Rabbit Stories*
Smith, E. Boyd, *Chicken World, The Farm Book*
Wiggin and Smith, *Pinafore Palace*

Second Grade

Andersen, Hans Christian, *The Ugly Duckling, The Steadfast Tin Soldier*
Andrews, Jane, *The Seven Little Sisters*
Barzini, Luigi, *The Little Match Man*
Beard, Lina A., *Little Folks' Handybook*
Bianco, Margery, *The Little Wooden Doll*
Carrick, Valery, *Picture Tales from the Russian, More Russian Picture Tales*
De la Mare, Walter, *Peacock Pie*
Deming, E. W., *Red Folk and Wild Folk*
Deming, Therese, *American Animal Life*
Dunlap, Hope, *Pied Piper of Hamelin* (Browning)
Edgar, M. G., *Treasury of Verse for Little Children*

GAYLORD, ILSIEN, *Little Sea Folk*
GRIMM BROTHERS, *Hansel and Gretel*
HEWARD, CONSTANCE, *Ameliar-Anne and the Green Umbrella*
PERKINS, LUCY F., *The Eskimo Twins*
ROSSETTI, C. G., *Sing-Song*
SHERMAN, F. D., *Little Folk Lyrics*
TALBOT, ETHEL, *The Story of Natural History*

THIRD GRADE

ÆSOP, *Fables*
ALDEN, R. M., *Why the Chimes Rang and Other Stories*
ANDERSEN, HANS CHRISTIAN, *Fairy Tales*
BABBITT, ELLEN C., *Jataka Tales*
BALDWIN, JAMES, *Fifty Famous Stories Retold, Thirty More Famous Stories Retold*
BLAISDELL and BALL, *American History for Little Folks, Log Cabin Days*
BROWN, ABBIE F., *The Lonesomest Doll*
BROWNE, FRANCES, *Granny's Wonderful Chair*
BURGESS, THORNTON, *The Burgess Bird Book for Children, The Burgess Flower Book for Children*
COLLODI, C., *Pinocchio*
CRAIK, D. M., *Adventures of a Brownie*
DUNCAN, FRANCES, *Mary's Garden and How It Grew*
FAIRGRIEVE and YOUNG, *Children of Many Lands, Homes Far Away*
GRIMM BROTHERS, *Fairy Tales*
JACOBS, JOSEPH, *English Fairy Tales, Indian Fairy Tales*
KIRBY, MARY, *Aunt Martha's Corner Cupboard*
METHLEY, A. A., *How the World Travels*
MILNE, A. A., *Winnie-the-Pooh, The House at Pooh Corner*
MONVEL, M. BOUTET DE, *Susanna's Auction*
MORLEY, MARGARET, *The Bee People*
PALM, AMY, *Wanda and Greta at Broby Farm*
PERKINS, L. F., *The Dutch Twins, The Japanese Twins*
RILEY, JAMES WHITCOMB, *Rhymes of Childhood*

SCHRAM, CONSTANCE, *Olaf, Lofoten Fisherman*
SCUDDER, HORACE E., *Book of Fables and Folk Stories, The Children's Book*
STEVENSON, R. L., *Child's Garden of Verses*
TAPPAN, EVA MARCH, *American History Stories*
THACHER and WILKINSON, *The Listening Child*
USHER, ROLAND, *The Story of the Pilgrims*
WARNER, GERTRUDE, *Star Stories for Little People*
WIGGIN and SMITH, *Posy Ring*

FOURTH GRADE

BACON, DOLORES, *Pictures Every Child Should Know*
BALDWIN, JAMES, *Old Greek Stories*
BASSETT, SARA W., *Story of Glass, Story of Leather, Story of Lumber, Story of Wool*
BERRY, ANA M., *Art for Children*
BERTELLI, LUIGI, *The Prince and His Ants*
BLAISDELL and BALL, *Pioneers of America, The Child's Book of American History, The American History Story Book*
BROWN, ABBIE, *In the Days of Giants*
CARPENTER, FRANK, *How the World is Housed, How the World is Fed, How the World is Clothed*
CHAMPLIN, J. D., *New Champlin Cyclopedia*, 3 Vols.
CHESNEZ, BARONESS DES, *Lady Green Satin and Her Maid Rosette*
CHISHOLM, LOUIS, *The Golden Staircase*
COLUM, PADRAIC, *The Boy Who Knew What the Birds Said*
CRAIK, D. M., *The Little Lame Prince*
CURTIS, ALICE T., *The Story of Cotton*
DIXON and HARTWELL, *The Make-It Book*
DRUMMOND, HENRY, *The Monkey That Would Not Kill*
FAIRGRIEVE and YOUNG, *The World*
FIELD, EUGENE, *Poems of Childhood*
GHOSH, SARATH, *Wonders of the Jungle*
HAWTHORNE, NATHANIEL, *Wonder Book for Boys and Girls, Tanglewood Tales*

HILLYER, V. M., *Child's Geography of the World, Child's History of the World*
HOLBROOK, FLORENCE, *Cave, Mound, and Lake Dwellers*
KELLOGG, VERNON, *Insect Stories*
LAGERLÖF, SELMA, *The Wonderful Adventures of Nils*
LUCAS, EDWARD V., *Book of Verses for Children*
LUCIA, ROSE, *Stories of American Discoverers for Little Americans*
MACMILLAN (Publishers), *Peeps at Many Lands Series*
MILLER, OLIVE THORNE, *Children's Book of Birds*
MONVEL, M. BOUTET DE, *Joan of Arc*
PATCH, EDITH M., *Hexapod Stories, Holiday Meadow, Holiday Pond*
PEABODY, JOSEPHINE, *Old Greek Folk Stories*
ROCHELEAU, W. F., *Great American Industries Series*
ROGERS, JULIA ELLEN, *Trees Every Child Should Know*
SCHWARTZ, JULIA A., *Wilderness Babies*
SCUDDER, HORACE E., *Book of Legends*
SPYRI, JOHANNA, *Heidi, Moni the Goat Boy*
STEVENSON, B. E., *Home Book of Verse for Young Folks*
STOCKTON, FRANK, *Fanciful Tales*
TAPPAN, EVA MARCH, *American Hero Stories*
THACKERAY, WILLIAM M., *The Rose and the Ring*
ZWILGMEYER, DIKKEN, *Johnny Blossom*

FIFTH GRADE

AANRUD, HANS, *Li·beth Longfrock*
AKELEY, D. J., *J. T., Jr., the Biography of an African Monkey*
Arabian Nights
BACON, DOLORES, *Operas Every Child Should Know*
BARRIE, JAMES, *Peter Pan in Kensington Gardens, Peter and Wendy*
BRYANT, L. M., *The Children's Book of Celebrated Pictures, The Children's Book of Celebrated Sculpture*
CARROLL, LEWIS, *Alice in Wonderland*
CHAPMAN, FRANK, *The Travels of Birds, What Bird is That?*
CLARK, G. GLENWOOD, *Tiny Toilers and Their Work*

COLUM, PADRAIC, *Children of Odin, The Golden Fleece*
DIX, BEULAH M., *A Little Captive Lad*
DORRANCE, J. G., *The Story of the Forest*
FABRE, JEAN HENRI, *Field, Forest, and Farm, Insect Adventures, The Story Book of Science, The Wonders of Instinct*
FAIRGRIEVE and YOUNG, *The United States*
FARIS, JOHN T., *Real Stories from Our History*
HARPER (Publishers), *City and Country Series*
HARRIS, JOEL C., *Uncle Remus: His Songs and Sayings*
HAWKES, CLARENCE, *Redcoat, the Phantom Fox*
HUDSON, W. H., *A Little Boy Lost, The Disappointed Squirrel and Other Stories*
KINGSLEY, CHARLES, *The Heroes, Water Babies*
KIPLING, RUDYARD, *Jungle Books, Just So Stories*
LANG, ANDREW, *Fairy Books*
MACDONALD, GEORGE, *At the Back of the North Wind*
MACLEOD, MARY, *The Book of King Arthur*
MORLEY, MARGARET, *Donkey John of the Toy Valley*
MOSES, MONTROSE J., *Treasury of Plays for Children, Another Treasury of Plays for Children*
MUKERJI, DHAN GOPAL, *Kari, the Elephant*
PATCH, EDITH M., *Bird Stories*
PYLE, HOWARD, *Merry Adventures of Robin Hood, Story of King Arthur and His Knights, Pepper and Salt, Wonder Clock*
ROGERS, JULIA E., *Earth and Sky Every Child Should Know*
RUSKIN, JOHN, *The King of the Golden River*
SETON, ERNEST THOMPSON, *Biography of a Grizzly*
STACK, FREDERICK W., *Wild Flowers Every Child Should Know*
STEIN, EVALEEN, *Gabriel and the Hour Book*
STONE and FICKETT, *Famous Days in the Century of Invention*
TAPPAN, EVA MARCH, *Robin Hood: His Book, The Story of Our Constitution*
VAN LOON, HENDRIK, *Ancient Man*
WHITTIER, JOHN GREENLEAF, *Snowbound and Selected Poems*
WYSS, J. D., *Swiss Family Robinson*

Sixth Grade

Adams, R. G., *The Gateway to American History; Pilgrims, Indians, and Patriots*

Alcott, Louisa M., *Little Men, Little Women*

Atkinson, Eleanor, *Greyfriars Bobby*

Baker, Olaf, *Shasta of the Wolves*

Baldwin, James, *Four Great Americans, The Story of the Golden Age, The Story of Roland, The Story of Siegfried*

Bauer and Peyser, *How Music Grew*

Bennett, John, *Master Skylark*

Brooks, Elbridge S., *Historic Boys, Historic Girls*

Burroughs, John, *Bird Stories from Burroughs, Squirrels and Other Fur-Bearers*

Chandler, A. C., *Magic Pictures of Long Ago, More Magic Pictures of Long Ago*

Chisholm, Louey, *The Seashore*

Coffman, Ramon, *The Child's Story of the Human Race, Our America*

Coleman, Satis, *Creative Music in the Home*

Colum, Padraic, *A Boy in Eirinn, The Children's Homer*

Comstock, A. B. and J. H., *Ways of the Six-Footed*

Darrow, Floyd L., *The Boy's Own Book of Great Inventions, Masters of Science and Invention*

Defoe, Daniel, *Robinson Crusoe*

Dodge, Mary Mapes, *Hans Brinker, or the Silver Skates, The Land of Pluck*

Doyle, Conan, *Micah Clark*

Eastman, Charles, *Indian Boyhood*

Fabre, Jean Henri, *Book of Insects, The Wonder Book of Chemistry*

Fairgrieve and Young, *The New World and the Old*

Forman, S. E., *Stories of Useful Inventions*

Franklin, Benjamin, *Autobiography*

French, H. W., *Lance of Kanana*

Gask, Lilian, *All about Animals*

GUERBER, H. A., *Myths of Greece and Rome, Myths of Northern Lands, Legends of the Middle Ages*
HAGGARD, RIDER, *Lysbeth*
HILL, FREDERICK T., *On the Trail of Grant and Lee, On the Trail of Washington*
INGERSOLL, ERNEST, *The Book of the Ocean*
IRVING, WASHINGTON, *The Legend of Sleepy Hollow, Rip Van Winkle*
KNIPE, E. B. and A. A., *The Lucky Sixpence*
KUMMER, F. A., *First Days of Man*
LAMB, CHARLES, *Adventures of Ulysses*
LAMPREY, L., *Days of the Discoverers*
LONG, WILLIAM J., *Wood Folk Stories*
LOTHROP (Publishers), *Children of Other Lands Books*
MITTON, G. E., *Book of London*
MOSELEY, E. L., *Our Wild Animals*
MUIR, JOHN, *Stickeen*
NICOLAY, HELEN, *Boys' Life of Abraham Lincoln*
OLCOTT, WILLIAM T., *Book of Stars for Young Folks*
OLLIVANT, ALFRED, *Bob, Son of Battle*
PYLE, HOWARD, *Men of Iron, Otto of the Silver Hand*
SCUDDER, HORACE E., *George Washington*
SELOUS, EDMUND, *Romance of Insect Life*
SETON, ERNEST THOMPSON, *Wild Animals at Home, Wild Animals I Have Known*
TEASDALE, SARA (Compiler), *Rainbow Gold*
TWAIN, MARK, *The Prince and the Pauper, The Adventures of Tom Sawyer, Huckleberry Finn*
WEED, CLARENCE M., *Insect Ways*
WHITCOMB, IDA P., *Young People's Story of Art*
ZWILGMEYER, DIKKEN, *What Happened to Inger Johanne, Johnny Blossom*

SEVENTH GRADE

BENNETT, JOHN, *Barnaby Lee*
BOK, EDWARD, *Dutch Boy Fifty Years After*
BOLTON, SARAH K., *Girls Who Became Famous, Poor Boys Who Became Famous*

BOND, A. RUSSELL, *American Boy, American Boy at School*
BOSTOCK, F. A., *Training of Wild Animals*
BRIDGES, T. C., *Young Folk's Book of the Sea*
BYRD, RICHARD E., *Skyward*
CHAPMAN, FRANK M., *Bird Life*
CHURCH, A. J., *The Æneid for Boys and Girls, the Iliad for Boys and Girls, The Odyssey for Boys and Girls*
COMSTOCK, J. H., *Insect Life*
DANIEL, HAWTHORNE, *Ships of the Seven Seas*
FAIRGRIEVE and YOUNG, *Europe and the British Isles*
GIBSON, CHARLES R., *Chemistry and Its Mysteries, The Great Ball on Which We Live*
HAGEDORN, HERMANN, *Boys' Life of Theodore Roosevelt*
HAPPOLD, F. CROSSFIELD, *The Adventure of Man*
HAWKES, CLARENCE, *Tenants of the Trees, Trails to Woods and Waters*
HOLLAND, RUPERT S., *Historic Inventions*
HORNADAY, W. T., *American Natural History, Tales from Nature's Wonderland*
HOYT, VANCE, *Silver Boy*
HUDSON, W. H., *Adventures among Birds*
INGERSOLL, ERNEST, *Animal Competitors, Wild Neighbors*
IRVING, WASHINGTON, *The Alhambra*
KEELER, HARRIET L., *Our Native Trees and How to Identify Them*
KELLY, E. P., *The Trumpeter of Krakow, The Blacksmith of Vilna*
LONDON, JACK, *Call of the Wild*
LONGFELLOW, HENRY W., *Courtship of Miles Standish, Evangeline, Hiawatha, Shorter Poems*
LOWELL, JAMES RUSSELL, *Poems*
MARRYAT, CAPT. FREDERICK, *Children of the New Forest*
MASEFIELD, JOHN, *Martin Hyde, the Duke's Messenger*
MATHEWS, F. S., *Book of Wild Flowers for Young People*
MCKREADY, KELVIN, *Beginners' Guide to the Stars*
MITTON, G. E., *The Book of Stars for Young People*
MUKERJI, DHAN GOPAL, *Gay-Neck*

PARKMAN, MARY R., *Heroes of Today, Heroines of Service, Conquests of Invention*
PRICE, O. W., *The Land We Live In*
REED, W. MAXWELL, *The Earth for Sam*
ROBERTS, CHARLES G. D., *Kindred of the Wild, Watchers of the Trails*
SHARP, DALLAS L., *Beyond the Pasture Bars*
SMITH, BESSIE, *The Boyhoods of the Presidents*
STEVENSON, ROBERT L., *Treasure Island*
SYNGE, M. B., *A Book of Discovery*
WHITCOMB, IDA P., *Young People's Story of Music*
WHITTIER, JOHN GREENLEAF, *Snowbound and Selected Poems*

EIGHTH GRADE

ABBOT, C. G., *The Earth and the Stars*
ALLEN, ARTHUR, *Book of Bird Life*
BEEBE, WILLIAM, *Beneath Tropic Seas*
BONE, DAVID, *The Lookoutman*
BRAGG, WILLIAM, *The World of Sound*
CATHER, K. D., *Girlhood Stories of Famous Women, Boyhood Stories of Famous Men*
CATHER, WILLA, *My Antonia*
CERVANTES, *Don Quixote*
CONVERSE, FLORENCE, *Long Will*
COOPER, JAMES F., *The Last of the Mohicans, The Deerslayer*
CROWDER, WILLIAM, *Dwellers of the Sea and Shore*
DANA, R. H., *Two Years before the Mast*
DICKENS, CHARLES, *David Copperfield, Old Curiosity Shop, Pickwick Papers*
ELIOT, GEORGE, *Silas Marner*
ESKEW, GARNETT L., *The Pageant of the Packets*
FISKE, JOHN, *War of Independence*
FORMAN, S. E., *Stories of Useful Inventions*
GAYLEY, CHARLES M., *Classic Myths in English Literature and Art*
GIBSON, CHARLES, *Heroes of the Scientific World*
GILBERT, ARIADNE, *More than Conquerors*

HAWKSWORTH, HALLAM, *Adventures of a Grain of Dust, The Strange Adventures of a Pebble*
HUNTINGTON, ELLSWORTH, *The Human Habitat*
JOHNSON, MARTIN, *Safari, Lion*
KINGSLEY, CHARLES, *Westward Ho!*
KIPLING, RUDYARD, *Captains Courageous*
LAMPREY, LOUISE, *In the Days of the Guild*
LEE, WILLIS T., *Stories in Stone*
LORING, J. A., *African Adventure Stories*
MACAULAY, T. B., *Lays of Ancient Rome*
MELLEN, I. M., *Young Folks' Book of Fishes*
MOORES, CHARLES W., *The Story of Christopher Columbus, The Life of Abraham Lincoln*
MORGAN, A. P., *The Boy Electrician*
MOSES, BELLE, *Louisa May Alcott*
MUIR, JOHN, *Boyhood of a Naturalist*
PARKMAN, FRANCIS, *The Oregon Trail*
PECK, A. M., *Storybook Europe*
PHILIP, JAMES C., *Romance of Modern Chemistry*
PLUTARCH, *Lives*
PORTER, JANE, *Scottish Chiefs*
PYLE, HOWARD, *Story of Sir Launcelot, Story of the Grail, Story of the Champions of the Round Table*
QUENNELL, M. and C., *A History of Everyday Things in England*
RASMUSSEN, KNUD, *Across Arctic America*
RIIS, JACOB, *Making of an American*
ROOSEVELT, THEODORE, *Letters to His Children*
SCOTT, SIR WALTER, *Ivanhoe, The Talisman*
SEAMAN, AUGUSTA, *When a Cobbler Ruled the King*
SPENCER and HAMMAN, *The World's Minerals*
STEFANSSON, VILHJALMUR, *Hunters of the Great North*
STEVENSON, R. L., *Kidnapped*
SUGIMOTO, ETSU, *A Daughter of the Samurai*
TALBOT, F. A., *All about Treasures of the Earth*
TAPPAN, EVA MARCH, *In the Days of Queen Elizabeth, In the Days of William the Conqueror*
THOMSON, J. ARTHUR, *The Outline of Science*

TWAIN, MARK, *Roughing It*
VAN DYKE, HENRY, *The Other Wise Man*
VAN LOON, HENDRIK, *Story of Mankind, Man the Miracle Maker*
WASHINGTON, BOOKER T., *Up from Slavery*
WELLS, H. G., *Short History of the World*
WHITE, STEWART EDWARD, *Daniel Boone, Wilderness Scout*
WILLIAMS, ARCHIBALD, *Story of Modern Engineering, Romance of Modern Mechanism*
YONGE, CHARLOTTE, *Dove in the Eagle's Nest*

CHILDREN'S BOOK WEEK

Attention is called to the desirability of coöperation by the school in the observation of Children's Book Week. Sponsored by children's librarians, the General Federation of Women's Clubs, parent-teacher associations and other organizations, Children's Book Week has been held annually since 1918 and promises to become an educational influence of great importance. In 1924 it was observed in more than 4000 cities and towns. The custom has such large possibilities for good that schools should plan regularly for its observance, making plans early in the school year as Book Week is observed in November. Attractive posters and suggestions for taking part in the Week may be obtained by schools, libraries, clubs and other organizations by addressing the National Association of Book Publishers, 25 West 33rd Street, New York City.

The purpose of Book Week is to get children to read more books and better books, and any method of observance is fitting which will contribute to either of these ends. The following are typical Book Week projects suggested by Mrs. Blanche Graham Williams, of the Department of English, Indianapolis Schools:

PROJECT I.—*Creating a Taste for Books*

1. Get pupil's expression of his own preferences in books, orally and in letter to teacher or parent.

2. Have boys and girls report on books liked by parents when they were children.
3. In geography and history classes, talk about the books that will add interest to study: historical stories, stories about other countries, books of travel, etc.
4. Talk about the various kinds of books in the school or public library, including books recommended for supplementary reading and in reading circle lists.

PROJECT II.—*A Book Club*

Organization: Draw up a constitution according to regular parliamentary procedure. In it include name, purpose, membership, time and place of meetings, officers needed and business proposed. Using the name of individual class in the club name will stimulate school interest and competition.

EXCERPTS FROM SUGGESTED CONSTITUTION

The . . . class shall constitute the active membership of the . . . . Book Club. Any boy or girl who wishes to help promote the cause of more and better books for outside reading may become an associate member. . . . The business of the active members shall be to collect and study worth while lists of books, to read these books themselves and to recommend them to others. Committees shall visit libraries and bookstores. Other committees shall get lists of books, posters, and other useful material for book promotion from organizations such as the local public library, State Library Commission, National Association of Book Publishers, 25 West 33rd Street, New York City; the Bureau of Education (Home Education Division), Washington, D. C.; the American Library Association, 86 East Randolph Street, Chicago, Ill., etc. The head of the organization shall call meetings at stated times. At these meetings, speakers will be heard on the value of books, the work of the local book club, etc. Programs, plays, parades, etc., shall be planned and given for the purpose of creating an interest in books.

PROJECT III.—*Book Lists*

Prepare lists for distribution to pupils and parents during Book Week, through school, public library and book

stores. Let the printing class print them, and the Book Club handle distribution as part of their program.

Consult printed lists of books, published by American Library Association, Home Education Division of U. S. Bureau of Education, your public library, and lists of individual publishers and bookstores.

Lists of books of adventure for boys, picture books for little children, books on health, patriotism, citizenship, important recent books, books on nature and sports, etc., may be prepared by teachers and pupils. Boys and Girls will enjoy making lists of ten favorite books.

PROJECT IV.—*Contests*

1. Writing Essays.
   - On favorite books.
   - On favorite book characters.
   - On local book club and its proposed work.
   - On care of books.
2. Best poster designs, on books or reading.
3. Best slogans for book posters.
4. Best bookplate designs.
5. Best bookcases.
6. Best bookmark designs.
7. Best original verse for bookmarks.
8. Best collection of book quotations.
9. Best ten suggestions for care of books.
10. Best book cheers.

The best essays should be printed in local newspapers and in the school paper, and should have a place on the assembly program during Book Week. The best bookmarks should be printed by the school printing class and distributed to pupils as souvenirs of the Week.

Ask the public library to hold an exhibit of original designs for books, posters and bookplates, or interest a downtown store in displaying original drawings in windows. Have them on display in school assembly room. Have the book club issue invitations to parents to attend exhibit during Book Week.

PROJECT V.—*Class or Assembly Program*

Let boys and girls help plan program.

Suggestions:

Talk by a popular author on books, writing, etc.

Reading of best essays on books by boys and girls.

Recitation of poem on books.

Announcements of Book Week exhibits, story hours, book film exhibitions, etc., in local public libraries, churches, scout groups, bookstores, motion picture theaters, etc.

Announcement of winners in Book Week contests. (See Project IV.)

Debate on best books.

"Living bookshelf"—students parade, wearing large decorated book jackets.

Pageant of book characters in costume. Let audience guess names of characters and books from which they are taken.

Stage and school decoration such as frieze of best poster and bookplate designs, etc.

Distribution of book lists and bookmarks, bookplates, etc.

Announcement by Book Club president and invitation to join.

Book play. (See Project VI.)

Pupils' accounts of how they "earned a book" during Book Week.

PROJECT VI.—*The Book Play*

Of all the activities in which a school may engage there is none finer in educational value or purpose than the school play. Not only does it give splendid opportunity for self-expression on the part of the child, but also in its staging it offers problems for every department of the school. The underlying principle of a play for Children's Book Week should be to create enthusiasm for the best books. Printed plays which are good for use or adaptation are "Friends in Bookland," by W. A. Hope, published by Macmillan; "The Children's Book Shelf,"

by Patten Beard, in *Child Life*, November, 1922; "The Trail on Book Hill," by Ruby Phillips Bramwell, in *Normal Instructor and Primary Plans*, November, 1923; and prize plays in "The Gossip Shop" in *Bookman*, January, 1924. Help pupils write their own plays to include their favorite characters.

However, the school is only one of many social institutions capable of exerting an influence on children's reading. If the appreciation of good literature is to become very general the school must secure the largest possible coöperation from home, church, libraries, women's clubs, parent-teacher associations, newspapers, and bookstores. Book Week furnishes a suitable occasion for organized coöperation among these various agencies. It is no more than reasonable to expect the school to play a leading part in bringing about such coöperation. Suggestions to this end may be gleaned from the following brief statements regarding typical Book Week activities.

The bookstores in York, Pa., featured books recommended by the library; the newspapers carried special articles on books throughout November; the librarian gave talks to 110 school classes; the manual training departments made bookcases and bookstands, the art classes made bookplates and book posters; the motion picture theaters showed book films selected by the library.

Nearly 1000 school children attended book talks at the library in New Brunswick, N. J. Each school presented the library with a book, leading to a personal sense of ownership of the library by every child who contributed his penny toward the books given. Essay, poster designing and bookplate designing contests were rewarded by prizes of books given by Rotary, Lions, and other clubs, and by newspaper publicity for library and school.

More than 4000 school children in Dallas, Texas, chose their favorite books in a contest conducted by the *Times-Herald*. The bookstores exhibited these books.

The Woman's Club in Evanston, Illinois, coöperating with the library and the bookstores, prepared a list of 100 books "From Nursery Rhyme

to High School Time," of which 10,000 copies were sent to school children. The bookstores carried these books in stock.

Talks were given in the Bangor, Maine, library by the Boy Scout director, and by the dean of the high school.

Girl Scouts assisted in taking the votes cast in the Lawson McGhee Library, Knoxville, Tennessee, for "favorite books." The library reported a hundred per cent increase in circulation during Children's Book Week.

The art director of the Denver Public Schools organized a playlet, "Bookland," which was given in the art room of the public library as a project worked out by the school children. As the pages of a huge book were turned, the characters appeared.

The main library rotunda in Milwaukee is the scene of the Book Week exhibit each year. A pageant of school children in book characters, talks about books in the library, broadcasted talks from the local radio station, and distribution of book lists in the churches were other features planned by the library.

Book talks were given at parent-teacher association meetings by several members of the Indianapolis Public Library staff. A special issue of "Readers' Ink" was devoted to Book Week.

Book-plates were awarded by the Madison, Wisconsin, library to boys and girls who earned books in the Children's Book Week contest. Each child was asked to write a note telling how he earned the money, and why he chose his book. The library reports: "Such a contest encourages a child to own books, teaches him the money value as well as the real value of books, and develops a discriminating buying judgment of literary standards in his choice of titles."

A "three-foot bookshelf" for the boys and girls was planned by the library in Fairbault, Minnesota, and a list of these books printed on miniatures of the Jessie Willcox Smith poster for distribution.

The Children's Book Store in Los Angeles, working closely with clubs, churches, the library, the Parent-Teacher Association, gave prizes through the schools for the highest percentages in an "Earn-a-Book" campaign, which brought great results in purchases by 3000 school children who earned the money for books.

CHAPTER XIX

A GROWING LIBRARY FOR THE CHILD

FROM the many good books available for children's reading a few have been selected as representing the best in different types. These selected books are given below in order of age at which they may be added to the child's library. The list consists mainly of books having a general appeal, since it is not possible in so short a list to take account of individual needs. Parents should be able to supplement our list in the light of the child's specialized interests or abilities. In every home that can afford it the child should have, by the age of fourteen or fifteen years, a considerable library of his own. Each book would represent some period in his growth, although the books suggested are of such a nature that most of them would never be entirely outgrown. The cost of such a library, when distributed over a period of several years, would not be burdensome to the average family. In many cases it would be far below the amount now expended for worthless books and meaningless toys. Books should be thought of as necessities, not as luxuries. It would be greatly to the advantage of the next generation if some of the expenditures now going to gasoline, tobacco, candy, cosmetics, and chewing gum were diverted to the purchase of books for the home.

Authors and book titles may be identified with respect to the preceding general lists by referring to the Author Index and Title Index respectively.

BEFORE FIVE

Mother Goose Nursery Rhymes and Jingles (a well illustrated edition with part of the illustrations in color)

PICTURE BOOKS

BROOKE, L. LESLIE
(*a*) *The Golden Goose Book*
(*b*) *Ring o' Roses*
(and as many others as the child desires and the family purse permits)

CALDECOTT, RANDOLPH
(*a*) *The Hey Diddle Diddle Picture Book*
(*b*) *Randolph Caldecott's Picture Book*
(or the smaller volumes of separate stories)

GREENAWAY, KATE
A Apple Pie or *Under the Window*

Special Picture Books to suit the child's own tastes, as *The Farm Book, Chicken World, The Book of Ships,* or *The Railroad Book.*

STORIES

Æsop's Fables (a nursery edition such as Walter Crane's *Baby's Own Æsop*)
BANNERMAN, HELEN, *The Story of Little Black Sambo*
DUNLAP, HOPE (Illustrator), *The Pied Piper of Hamelin*
LEFÈVRE, FÉLICITÉ, *The Cock, the Mouse, and the Little Red Hen*
MONVEL, M. BOUTET DE, *Susanna's Auction*
POTTER, BEATRIX
(*a*) *The Tale of Peter Rabbit*
(*b*) *The Tale of Benjamin Bunny*
SOUTHEY, ROBERT, *The Story of the Three Bears*

NOTE: The familiar folk tales—such as *The Three Little Pigs*—are not given here, as they are contained in the Brooke, Æsop, Coussens or Scudder collections which are separately recommended.

Five to Seven

POETRY

De la Mare, Walter, *Peacock Pie*
Milne, A. A., *When We Were Very Young*
Rossetti, Christina, *Sing-Song*
Stevenson, R. L., *Child's Garden of Verses*

STORIES

Coussens, Penrhyn, *A Child's Book of Stories*
Cox, Palmer, *Brownies: Their Book*
Francis, J. G., *Book of Cheerful Cats*
Milne, A. A., *Winnie-the-Pooh*
Patch, Edith M., *Hexapod Stories*
Scudder, Horace E., *The Children's Book*
Folk Tales
Jack and the Beanstalk
Tom Thumb
Whittington and His Cat
Tom Tit Tot
Cinderella
Little Red Riding Hood
Puss-in-Boots
Drakestail
The Sleeping Beauty

Seven to Nine

POETRY

Riley, James Whitcomb, *Rhymes of Childhood*
Stevenson, Burton, *The Home Book of Verse for Young Folks*
Thacher, Mrs. L. W., *The Listening Child*

STORIES

Æsop's Fables (a modern but complete edition)
ANDERSEN, HANS CHRISTIAN, *Fairy Tales*
Arabian Nights (Padraic Colum's edition, illustrated by Eric Pape is excellent; published by Macmillan)
COLLODI, C., *Pinocchio*
CRAIK, MRS. D. M., *Little Lame Prince*
DRUMMOND, HENRY, *The Monkey That Would Not Kill*
GRIMM, *Household Tales* (A good copy is *House in the Wood and Other Fairy Stories*, Warne)
INGELÖW, JEAN, *Mopsa the Fairy*
KIPLING, RUDYARD, *Just So Stories*
LAGERLOF, SELMA, *Wonderful Adventures of Nils*
OLCOTT, F. J., *Bible Stories to Read and Tell* (or other volume suited to the religion and interests of the child)
SCUDDER, HORACE E., *Book of Fables and Folk Stories*
WIGGIN and SMITH, *Magic Casements, Tales of Laughter*

NINE TO ELEVEN

ART

BERRY, ANA M., *Art for Children*

POETRY

TEASDALE, SARA (Compiler), *Rainbow Gold*

ASTRONOMY

MITTON, G. E., *Book of Stars for Young People*

NATURE

FABRE, JEAN HENRI, *Insect Adventures*
SETON, ERNEST THOMPSON, *Wild Animals I Have Known*

GEOGRAPHY

HILLYER, V. M., *Child's Geography of the World*

STORIES

CARROLL, LEWIS, *Alice in Wonderland*
COLUM, PADRAIC, *The Golden Fleece*
COLUM, PADRAIC, *The Children's Homer*
DEFOE, DANIEL, *Robinson Crusoe*
DODGE, MARY MAPES, *Hans Brinker, or the Silver Skates*
HARRIS, JOEL C., *Uncle Remus*
HAWTHORNE, NATHANIEL, *Tanglewood Tales, Wonder Book for Boys and Girls*
JACOBS, JOSEPH, *English Fairy Tales*
KINGSLEY, CHARLES, *The Heroes or Greek Fairy Tales, Water Babies*
KIPLING, RUDYARD, *Jungle Books*
LANG, ANDREW, *Blue Fairy Book*
MACDONALD, GEORGE, *At the Back of the North Wind*
PYLE, HOWARD, *Story of King Arthur and His Knights, Merry Adventures of Robin Hood*
RUSKIN, JOHN, *The King of the Golden River*
SPYRI, JOHANNA, *Heidi*
STOCKTON, FRANK R., *The Queen's Museum and Other Fanciful Tales*
SWIFT, JONATHAN, *Gulliver's Travels*
WYSS, J. D., *Swiss Family Robinson*

ELEVEN TO THIRTEEN

MUSIC

BAUER AND PEYSER, *How Music Grew*

NATURE

ALLEN, ARTHUR, *The Book of Bird Life*
BURROUGHS, JOHN, *Squirrels and Other Fur Bearers*
HORNADAY, W. T., *American Natural History*
KEELER, H. L., *Our Native Trees*

POETRY

LONGFELLOW, HENRY W., *Poems*
LOWELL, JAMES RUSSELL, *Poems*
SCOTT, SIR WALTER, *Lady of the Lake*

BIOGRAPHY AND AUTOBIOGRAPHY

FRANKLIN, BENJAMIN, *Autobiography*
MUIR, JOHN, *Boyhood of a Naturalist*
NICOLAY, HELEN, *Boys' Life of Abraham Lincoln*
ROOSEVELT, THEODORE, *Theodore Roosevelt's Letters to His Children*
SCUDDER, H. E., *George Washington*
WASHINGTON, BOOKER T., *Up from Slavery*
WHITE, STEWART EDWARD, *Daniel Boone, Wilderness Scout*

STORIES

ALCOTT, L. M., *Little Women* (for girls)
ALDRICH, T. B., *Story of a Bad Boy*
BENNETT, JOHN, *Master Skylark*
BUNYAN, JOHN, *Pilgrim's Progress*
CERVANTES, *Don Quixote*
DICKENS, CHARLES, *Christmas Carol*
DUMAS, ALEXANDRE, *The Three Musketeers*
HUDSON, W. H., *Little Boy Lost*
IRVING, WASHINGTON, *Rip Van Winkle, Legend of Sleepy Hollow*
KELLY, E. P., *Trumpeter of Krakow*

LONDON, JACK, *Call of the Wild*
MARRYAT, FREDERICK, *Children of the New Forest*
MUKERJI, D. G., *Gay-Neck*
STEVENSON, R. L., *Treasure Island, Kidnapped*
TWAIN, MARK, *Prince and the Pauper, Huckleberry Finn, Adventures of Tom Sawyer*

THIRTEEN TO FIFTEEN

ASTRONOMY

ABBOT, C. G., *The Earth and the Stars*

AQUATIC LIFE

CROWDER, WILLIAM, *Dwellers of the Sea and Shore*

GEOLOGY

HAWKSWORTH, HALLAM, *Adventures of a Grain of Dust, The Strange Adventures of a Pebble*

HISTORY AND GEOGRAPHY

FISKE, JOHN, *The Critical Period of American History* (or other Fiske history)
HUNTINGTON, ELLSWORTH, *The Human Habitat*
PLUTARCH, *Lives*
WELLS, H. G., *Outline of History*

EXPLORATION AND HUNTING

JOHNSON, MARTIN, *Safari, Lion*
SHACKLETON, ERNEST, *South*

DRAMA

SHAKESPEARE, WILLIAM, *Selected Plays*

STORIES

BLACKMORE, R. D., *Lorna Doone*
CATHER, WILLA, *My Antonia*
COOPER, JAMES F., *The Deerslayer, The Last of the Mohicans*
DICKENS, CHARLES, *Tale of Two Cities, David Copperfield, Oliver Twist, Old Curiosity Shop, Pickwick Papers*
ELIOT, GEORGE, *Silas Marner*
HUDSON, W. H., *Green Mansions*
HUGO, VICTOR, *Toilers of the Sea*
KIPLING, RUDYARD, *Captains Courageous, Kim*
MASEFIELD, JOHN, *Jim Davis*
PARKMAN, FRANCIS, *The Oregon Trail*
PYLE, HOWARD, *Jack Ballister's Fortunes*
SCOTT, SIR WALTER, *Ivanhoe*
THACKERAY, WILLIAM, *Vanity Fair*
TWAIN, MARK, *Roughing It*

APPENDIX I

METHODS USED IN THE STUDY OF CHILDREN'S READING INTERESTS

I. *Home Information*

On special blanks parents were asked for the following information:

(*a*) Did child learn to read before starting to school? At what age?

(*b*) Give kind and amount of home reading by the child at various ages, not including school studies.

Age	Hours weekly	Samples of books or magazines read at each age
Before 5		
Ages 5 and 6		
Ages 7 and 8		
Ages 9 and 10		
Ages 11 and 12		
13 or above		

(*c*) Jot down a rough estimate of the number of books in the home library.

II. *School Information*

On special blanks teachers were asked for the following information:

(*a*) As compared with average child of same age, does this child read very much, more than average, an average amount, less than average, very little? (Underline).

(*b*) Give samples of books read in the last year which were not required.

III. *Reading Record Booklets*

Nearly two thousand children were asked to keep a record of all the books they read during a period of two months. For this purpose each child was given a record booklet which is described on page 54 of this volume.

IV. *Interest Blanks*

On an Interest Blank filled out by the children, the following information was requested:

(*a*) Put one cross x, before each of the following kinds of reading you like.

Put two crosses, xx, before each kind you like very much.

Fairy stories	Book of Knowledge
Love stories	Encyclopedias
Stories of home life	Bible
Adventure stories	Poetry
Travel stories	Plays
Biography	Essays
Detective stories	Current Events
Housekeeping books	History
Garden books	Politics
Inventions	Business
Electricity	Nature study
Machinery	

(*b*) Name four or five books you have most enjoyed reading in the last year.

(*c*) Name the magazines you read.

V. *Questionnaire for University Students*

Approximately 100 graduate students of education and psychology at Stanford University were given fifteen minutes of a regular class period to record their responses to the following questions given them on printed slips:

(*a*) Name ten books of either fiction or non-fiction that you read in childhood or early adolescence (ages 5 to 16).

(*b*) Indicate with a cross those that you would now recommend for children's reading, either for information or for enjoyment.

If possible, give both title and author, and if both cannot be recalled readily, give either one.

APPENDIX II

LIST OF PUBLISHERS

American Book Co., 88 Lexington Ave., New York City
Appleton, D., & Co., 35 W. 32nd St., New York City
Atlantic Monthly Press, Boston
Barnes, A. S., & Co., 67 W. 44th St., New York City
Barse & Co., 21 Division St., Newark, N. J.
Bobbs-Merrill Co., University Square, Indianapolis, Ind.
Bradley, M. Milton, Co., 49 Willow St., Springfield, Mass.
Burt, A. L., Co., 114 E. 23rd St., New York City
Century Company, 353 Fourth Ave., New York City
Compton, F. E., & Co, 1000 N. Dearborn St., Chicago
Coward-McCann, Inc., 425 Fourth Ave., New York City
Crowell, Thomas Y., Co., 393 Fourth Ave., New York City
Cupples & Leon Company, 470 Fourth Ave., New York City
Ditson, Oliver & Co., 150 Tremont St., Boston
Dodd, Mead & Co., 443 Fourth Ave., New York City
Dodge-McBride Co., 7 W. 16th St., New York City
Doubleday, Doran & Co., Garden City, New York
Duffield & Company, 200 Madison Ave., New York City
Dutton, E. P., & Co., 681 Fifth Ave., New York City
Encyclopædia Britannica, Inc., 342 Madison Ave., New York City
Flanagan, A., Co., 920 N. Franklin St., Chicago
Funk & Wagnalls Company, 354 Fourth Ave., New York City
Frontier Press, 15 W. 44th St., New York City
Ginn and Company, 15 Ashburton Place, Boston
Grolier Society, 2 W. 45th St., New York City
Grosset & Dunlap, 1140 Broadway, New York City
Harcourt, Brace & Co., 383 Madison Ave., New York City
Harper & Brothers, 49 E. 33rd St., New York City
Heath, D. C., and Co., 1815 Prairie Ave., Chicago

Hinds, Hayden & Eldredge, Inc., 5 Union Sq., New York City
Holt, Henry, & Company, 1 Park Ave., New York City
Houghton Mifflin Company, 2 Park St., Boston
Jones, Marshall Co., 212 Summer St., Boston
Knopf, Alfred A., Inc., 730 Fifth Ave., New York City
Lippincott, J. B., Co., Washington Sq., Philadelphia
Little, Brown & Co., 34 Beacon St., Boston
Liveright, Horace, 61 W. 48th St., New York City
Longmans, Green & Co., 55 Fifth Ave., New York City
Lothrop, Lee & Shepard Co., 275 Congress St., Boston
McBride, Robert M. (See Dodge)
McClurg, A. C., & Co., 333 E. Ontario St., Chicago
McDevitt-Wilson's, Inc., 30 Church St., New York City
McKay, David, Co., 604 S. Washington Sq., Philadelphia
Macmillan Co., 60 Fifth Ave., New York City
Macrae-Smith Company, 1712 Ludlow St., Philadelphia
Manual Arts Press, Peoria, Ill.
Mentzer, Bush & Company, 31 E. 10th St., New York City
Modern Library, 20 E. 57th St., New York City
Myers and Co., Valparaiso, Ind.
Nelson, Thomas, and Sons, 381 Fourth Ave., New York City
Oxford University Press, 114 Fifth Ave., New York City
Page, L. C., & Co., 53 Beacon St., Boston
Penn Publishing Company, 925 Filbert St., Philadelphia
Pilgrim Press, 14 Beacon St., Boston
Putnam's, G. P., Sons, 2 W. 45th St., New York City
Quarrie, W. F., & Co., 154 E. Erie St., Chicago
Rand-McNally & Co., Rand-McNally Bldg., Chicago
Scientific American Publishing Co., 24 W. 40th St., New York City
Studio Ltd., 44 Leicester Square, London, England
Scribner's, Charles, Sons, 597 Fifth Ave., New York City
Shuman, G. L., & Co., 203 N. Wabash Ave., Chicago
Silver, Burdett and Co., 221 E. 20th St., Chicago
Simon & Schuster, 386 Fourth Ave., New York City
Slingerland-Comstock Co., Ithaca, N. Y.
Stokes, Frederick A., Company, 443 Fourth Ave., New York City

Sully, George, & Company, 114 E. 25th St., New York City
Van Nostrand, D., Company, Inc., 250 Fourth Ave., New York City
Warne, Frederick, & Co., 381 Fourth Ave., New York City
Whitman, Albert, & Co., Chicago
Winston, John C., Co., 1006 Arch St., Philadelphia
World Book Company, Yonkers, N. Y.

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